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ABSTRACT

Drawn from speeches, interviews, and hearings, these statements by Secretary of Education, T. H. Bell, address a broad range of issues involving the federal role in education. Quotations are grouped for 1983 and 1982 and include such topics as accreditation, black colleges, civil rights, consumer and vocational education, excellence in education, master teachers, special education, selective service, prayer, Martin Luther King, student aid, grants, loans, budget cuts, tuition tax credits, art, basic skills, bilingual education, adult education and rehabilitation, citizenship education, deregulation and consolidation of programs, research, the role of parents and school boards and the Secretary, rural and urban education, school success, and science and math and language courses. Quotations are arranged alphabetically by topic. (MJL)

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T.H. BELL

U. S. SECRETARY OF EDUCATION

A COMPENDIUM OF QUOTATIONS BY THE SECRETARY ON EDUCATION ISSUES AND THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION

OFFICE OF LEGISLATION AND PUBLIC AFFAIRS
U.S. Department of Education

PART I -- 1983
PART II-- 1982

AUGUST, 1983

EA 016 115

FOREWORD

This collection of remarks by Secretary Bell covers a broad spectrum of education issues and comments on the Federal Role in Education. The quotations are drawn from statements by the Secretary at his confirmation hearing before the U.S. Senate, from speeches, and from interviews given to the media.

Material is constantly being updated to include the Secretary's most recent comments.

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PART I

1983

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ACCREDITATION

...Before the (House Subcommittee on Postsecondary Education Committee on Education and Labor) to discuss the relationship between the Department's eligibility system and accreditation.

The Higher Education Act of 1965, as amended, currently authorized a number of programs which support institutions of postsecondary education. Federal funding for these Education Department programs grew to a total of approximately seven billion dollars this past fiscal year, most of which is in the form of student financial assistance.

In order for either institutions or students to participate in these programs of Federal assistance, Congress has set certain standards for institutional eligibility. These are five in number. One of them, and perhaps the linch-pin of the five is - although the statutory language also provides some alternatives - that the institution be accredited by a nationally recognized accrediting agency.

It is because of this statutory nexus between eligibility for Federal funds and peer evaluation through accreditation that the Department has developed criteria and procedures to determine which national, regional, and specialized accrediting agencies are suitable for inclusion on the Secretary's list of recognized agencies.

Concern for academic freedom has guided the Department in structuring its system of recognition of accrediting agencies and its reliance on the decisions of these accrediting agencies with respect to eligibility of accredited institutions.

The Department exercises its recognition responsibility through the establishment of criteria respecting the accreditation process. Accrediting agencies must be found to be in substantial compliance with these criteria in order to be listed by the Secretary.

These criteria, however, have been developed only through extensive consultation with the higher education community and the National Advisory Committee on Accreditation and Institutional Eligibility.

A study was conducted by the Educational Testing Service to evaluate the criteria and procedures for recognition to determine their effectiveness in distinguishing agencies that can be relied upon to make judgments concerning educational quality.

The study report issued in May 1980 concluded that the Department's procedures reliably differentiate ineffective agencies from effective ones, and our procedures remain stable from year to year in the interpretation and application of criteria.

It is important to note that the Department does not accredit institutions, but the Department does recognize agencies that are reliable authorities. Once recognized by the Department, the accrediting body has significant influence, since the institutions it approves become eligible to apply for participation in Federal assistance programs.

Institutions failing to adhere to the standards set by their accrediting bodies lose their eligibility for Federal assistance. Clearly, this process is extremely critical and important to both postsecondary institutions and the Federal government.

The concept of accreditation is not new. Accreditation in higher education began with the establishment of regional associations of colleges and secondary schools in the late 1800's. In the early 1900's professional, specialized accrediting activities in fields such as medicine began to be developed. Certain State agencies, such as the New York Board of Regents, also conduct accrediting activities.

Over the past 30 years, the Commissioner and now Secretary of Education have been directed to publish a list of nationally recognized accrediting bodies through some 15 pieces of legislation. These are: the Higher Education Act, Vocational Education Act, the Act setting up the National Technical Institute for the Deaf, the Education for the Handicapped Act, Emergency School Aid Act, Elementary and Secondary Education Act, College Housing Act, Public Health Service Act, Immigration and Nationality Act, Tribally Controlled Community College Act, the Act setting up the educational assistance program for enlisted members of the armed forces, the Veterans' Readjustment Assistance Act, State Technical Services Act, Social Security Act, Justice System Improvement Act, and the Depository Library Program.

There are over 40 separate statutory references to the Secretary's list affecting the work of some 10 Federal agencies. For example, over 8,000 of the 9,000 institutions that now hold threshold eligibility status for one or more Higher Education Act programs have met statutory eligibility requirements for accreditation by an agency recognized by the Secretary. "Threshold" eligibility refers to the first stage of the Department's two-tier eligibility procedure, wherein institutions or programs are determined to meet statutory requirements concerning eligibility to apply for participation in the assistance programs.

Provision is made in the law for special qualifying steps that may be taken as alternatives to accreditation.

The Three Institutional Certification Process provides eligibility for 50 institutions, for example. State approval by an agency recognized by the Secrtary is another alternative open to public postsecondary vocational institutions.

Currently, the Secretary recognizes 77 components of 47 organizations as reliable accrediting bodies. This includes 13 commissions of the six regional associations and 64 other bodies of national scope that can be characterized as institutional, specialized, or a combination of the two. One State agency, the New York State Board of Regents, has been designated by the Secretary as a nationally recognized accrediting body. Seventy of the recognized accrediting components serve a direct Federal furding eligibility purpose. All agencies recognized by the Secretary serve the program approval function spcified in the Veterans' Readjustment Assistance Act of 1952.

It should be emphasized that the commissions of the regional associations and the national accrediting agencies and associations have no legal control over educational institutions or programs. They promulgate standards of quality of criteria of educational excellence and accredit institutions or programs that upon evaluation, meet the standards or criteria.

Accreditation, as practiced in the United States, is largely a means of conducting non-governmental, peer evaluation of educational institutions or programs. The process is voluntary and the personnel services provided during accreditation team visits to campuses are usual unremunerated.

In 1968 the Advisory Committee on Accreditation and Institutional Eligibility was chartered by the Department of Health, Education, and Welfare to advise the Commissioner on matters relating to both recognition of accrediting agencies and the Federal eligibility for funding process.

Under the Education Amendments of 1980, the Advisory Committee received statutory authorization as the National Advisory Committee on Accreditation and Institutional Eligibility. The Committee is composed of 15 persons appointed to three-year terms from various segments of the secondary and postsecondary education communities, the student/youth population, State Department of Education, professional associations, and the general public. Supported by the Department's Eligibility and Agency Evaluation Staff, the Committee advises the Secretary concerning:

- the publication of a list of nationally recognized accrediting agencies and associations that the Secretary determines to be reliable authority concerning the quality of training offered;
- the criteria and procedures for recognizing accrediting bodies
- the responsibility to designate State agencies as reliable authorities concerning the approval of public postsecondary vocational education and nurse education; and
- developing and recommending standards and criteria for specific categories of education institutions for which there are no recognized accrediting bodies or State agencies, in order to establish the eligibility of such institutions on an interim basis for participation in Federally funded programs.

The Secretary's list of recognized accrediting agencies and associations is published periodically in the FEDERAL REGISTER. The Secretary maintains a program of periodic evaluation of the recognized agencies to determine if they continue to comply with the Criteria for Recognition.

The recognition process requires the designation of the scope of the recognized activities of each agency or association. If a recognized body expands its activities, and desires recognition for the new areas, it must petition for such recognition as part of its regular, periodic review, or separately.

The Carnegie Report, Control of the Campus, is timely and contains a number of recommendations that are worthy of our concern over the issues of educational quality and Federal intrusion into academia.

I have invited the National Advisory Committee on Accreditation and Institutional Eligibility through its chairperson, Dr. Timothy Healy, to carefully analyze the Carnegie report and make recommendations to me concerning any necessary changes to the Department's policies regarding accreditation and institutional eligibility.

When the review has been accomplished, I will be pleased to share our findings with this sub-committee. In addition, I would be pleased to have your comments and be advised of any concerns you wish to share with me regarding the important subject of these hearings. In the meantime, I am pleased to respond to any questions you may have.

T.H. Bell- U.S. Secretary of Education
Institutional Accreditation
February 8, 1983

BLACK COLLEGES

The Black Colleges of America are a valuable national resource that must be preserved and strengthened for those who follow you. They are a priority concern of the Federal government; and more, not less attention, as well as dollars will be provided for these institutions and for minority students. President Reagan by his Executive Order 12320 of September 15, 1981 increased the funding for HBCUs to $564,500,000 in FY '82 and we anticipate further increases this year as well.

The President and I are determined to do all we can to keep these historic institutions healthy and viable so they can continue to serve the unique needs of the black community and the nation.

T.H. Bell- U.S. Secretary of Education

New Orleans, Louisiana
May 15, 1983

CIVIL RIGHTS COMMISSION

The report of the U.S. Commission on Civil Rights distorts and undervalues what this Administration is doing for education. The report was outdated by current events before it was issued.

To deal with dollars first, we can be proud of the President's firm support for a strong education budget for 1984, even as we wish--as people all over the world have wished from time to time--that we could afford more.

The Commission's charge that the Administration budget for 1984 constitutes a $2 billion reduction fails to acknowledge that most of this reduction was made possible because the decline in interest rates has dramatically reduced the cost of the huge guaranteed student loan program. The disappointing aspect of this accusation is that the Commission members were aware of this fact but chose to ignore it.

Our budget proposal, while necessarily reflecting the national priority for economic recovery, would hold major programs for the handicapped and the poor to levels planned for this year.

It would:

> Provide the highest budget in the Nation's history for the State grant program for education of handicapped students--(b) $1,023,180,000.
>
> Permit the highest level of grants through the States to local school districts for education of disadvantaged children in four years--(b) $2,729,939,000.
>
> Continue policies under which historically Black institutions--that enroll only 2 percent of all postsecondary students--receive 6 percent of student aid funds (totaling $396,000,000 in 1982).

The President's economic recovery program, still underway, has already had a profound effect on education by reducing inflation. Without his anti-inflation policies, our schools and colleges would need another $16 billion just to stay even. Additionally, the President's income tax reduction program has reduced the Federal tax burden at a time when some States are taking action to increase State income and sales taxes to support education. We should not ignore the benefit to education that will come from a rapidly recovering economy.

No President has done more than President Reagan to focus attention on our Nation's need in education. After an 18-month study, the President's National Commission on Excellence in Education said last April that our pre-eminence in world commerce, industry, science, and technology is imperiled by a mediocre education system. Since that time, the President has traveled across this country to raise the torch for enhancement of education. The resources of the Department of Education have been fully committed to that effort.

The Commission report also reflects a lack of awareness that State and local governments provide 90 percent of the revenues for public schools, whereas the Federal government's role is closer to 10 percent.

The President has sought to awaken all of us to the responsibilities of Federal, State and local authorities, and he has, by consistently calling attention to the importance of education, risen above the narrow focus of some of his critics.

In the cause of education, the President is demonstrating leadership at a time when it is urgently needed. This Administration's contribution to the cause of excellence in education is alreay of landmark proportions, and we are still hard at work. We will stand by the poor, the handicapped, the minorities, and the advancement of education generally. That is the Federal role.

Statement by T. H. Bell

CONSUMER EDUCATION

Consumer Education is is a lifelong learning responsibility. This is the opportune time for us to be discussing Consumer Education, because it is in fact, directly related to President Reagan's economic goals.

...Economic revitalization and strengthening this Nation's capacity to become more productive as well as promote opportunities for lifelong learning are of paramount importance to the President because they are of paramount importance to the future of our country.

I believe there is a strong connection between the vitality of America's economy and the consumer education components of vocational education, basic adult education and the private sector. President Reagan stated his view of the importance of Consumer Education succinctly in his Proclamation of National Consumer's Week, 1983:

> "A major function of our competitive free enterprise economy is to satisfy consumer demand. The effective demand of consumers is what keeps producers in the business of supplying goods and services and is vital to keeping the wheels of industry turning. Therefore, it is more important that we fully recognize the crucial role consumers play in our economy."

In 1976, I was...the U.S. Commissioner of Education. During that bicentennial year I spoke to a conference on Consumer Education. Let me read you a paragraph from that address:

> "One acknowledged function of our schools is to prepare young people for citizenship. Most of us here remember when that meant memorizing the Gettysburg Address or reading biographies of pioneer heroes.
>
> The documents, the people, and the events making up our history still have inspirational qualities, and many schools and community groups are marking this Bicentennial Year by looking back into history. This is quite proper, but I cannot help but wonder how many bicentennial commemorations will examine historical events in the light of citizen participation in those events. How many ceremonies will mean anything to today's American? Especially, will they mean anything to today's Americans as consumers?

The Patriots who engineered the Boston Tea Party were really giving the citizens of Boston a crash course in consumer education. With the tea floating out to sea, consumers wouldn't buy it because they couldn't.

But now, more than 200 years later, will the story of the Boston Tea Party be recounted as the consumer protest that it was? I hope so, for it is important that our citizens, old and young, understand that even as the American Revolution was taking shape, consumer education was part of the real-life curriculum.

This importance is recognized by President Reagan. Again I quote from his proclamation for National Consumer Week:

> "Because an effective and efficient system of commerce depends on an informed and educated public, I urge schools, public and private agencies, and all appropriate public-spirited groups to advance consumer competence by helping to provide the necessary consumer and economic information for all our citizens to make well thought-out choices in the market-place."

Major research projects, State reports and position papers by knowledgeable Consumer Education professionals indicate that much progress has been made through vocational education and adult education. Some significant findings of research indicate that:

- Ninety seven percent of junior and senior high schools reported one or more specialized consumer programs in home economics and more than three-fourths of the senior high schools reported some courses treating consumer education in distributive education, business education and social studies. (survey and evaluation of consumer education programs in the U.S.)

- Schools at all educational levels have increasingly been called upon to include consumer education in order to meet emerging societal programs and concerns. (consumer education in the States by Education Commission of the States).

- State legislatures have recognized the importance of consumer education by passing resolutions and statutes urging increased activity in consumer education but to not recommend mandatory legislation as the way to affect the development of consumer education.

The Adult Performance Level study funded by the Division of Adult Education Srvices reported that Consumer Economics/Education is one of the knowledge areas which pose the greatest difficulty for a large number of adults, especially for those adults who are functionally illiterate.

This Division is working closely with the Adult Education Directors in the 50 States and Territories to crate interest in a new program concept, "Consumer Rights and Responsibilities." This initiative places an emphasis on the development of "problem-solving" skills.

- That primary group of consumers in education, other than students themselves, is of course Parent - Of School Age Children.
- I firmly believe tht parents have the primary responsibility and authority for the education of their children.
- Schools and school systems have the responsibility to support parents in the education of their children by providing the skills and professional services to foster quality education.
- The classroom teacher and the building principal provide the vital services and organized instruction for the education of each child, but they can't do it alone. They need the help of every child's parent. They need parental support to maintain our educational system and to strive toward the quality education our children will need to confront a rapidly expanding and complex future.
- That is why so much of our effort in this Administration has been directed at returning authority and decision making to State and local government. There it is closer to the parents, closer to the teachers, principals, superintendents, and school board members who know best the needs of their own local market.
- Just as citizens need to be equpped to act as intelligent consumers, parents need to be informed to carry out their responsibilities in the education of their children and the support of our schools.
- It has seemed to me for some time, perhaps over the last two decades, parents became increasingly disenfranchised from the education of their children. Why?
- Knowledge has virtually exploded - growing at an exponential rate.
- Education has become increasing professionalized and specialized in many ways.

- School districts were consolidated by the thousands - making district offices and boards of education harder to reach.

- We have gone through a period of major curriculum reform in science, and social studies and math with the result that teachers often instructed parents not to try to help their children with homework. In some cases parents were told they would only confuse their children, because - "we don't do it that way anymore.

- Television has had a great impact on the education of our children, whether we like it or not. Next to sleeping, youngsters spend more time watching television than anything else.

- ...I'm very optimistic about the impact that computers, especially mini computers will have - and are having on the education of our children. Many parents, and I fear even school personnel, are being left in the dust by the rush of new technology. This is an area where we really need consumer education.

- Declining test scores signaled bad news, and great cause for alarm, - they also woke us up to the fact that not all was well in education.

- It said to parents, wait a minute, maybe they aren't learning enough of the basics after all. And parents in greater and greater numbers began to want to know why Johnny couldn't read.

- Like any good consumr, some parents have sought better quality products and processes by moving their children to private schools. Almost all parents want to be an integral part of their child's education. They want back in the school door - and not just to raise funds and sell cookies.

- Fortunately business and industry...realize that America's future in the marketplace, in a competitive world economy, will demand more from them and more from their employees. Improving the quality of our educational system is the key to their survival.

- There is a revival, a resurgence of interest if you will, of parents and the private sector to get involved in improving the quality of our schools.

- Some historians have noted that next to our constitution, and perhaps on a par with our modern urban-industrial society, that Americas education system, education for all, has been one of its greatest contributions to the History of Western civilization.

- ...Parents and the private sector are our rightful and most important consumers of education, next to the children themselves of course. As we have learned from industry, if we are to make a profit in education and remain competitive, they must be involved.

- ...But there are thousands of exciting projects all across the country where parent involvement and private sector involvement is helping schools help our children.

- Although we've always had some parent involvement in our schools, this is a new movement and has new and unmet demands. Educators must meet this consumer demand.

- Recent studies in Colorado and Connecticut and corroborated elsewhere have pointed out that we seriously lack an effective training program: training for parents to fill different roles in involement activities, training for teachers in how to more effectively involve parents in the classroom and in the house, training for principals in how to better approach parents and their community to help them to better understand the important educational issues of the day and to solicit their support.

- ...I am looking forward to working with State and local officials, with teachers and principals, with parents and the private sector to see how we can help encourage increased parent involvement.

President Reagan's Private Sector initiatives have helped focus once again o the fundamentals of sound operating procedures. The President has repeatedly stated that the Federal government does not have the responsibility to provide a cure-all for society's problem.

Improving education and solving its problems are primarily the responsibility of individuals, and communities. To carry out this responsibilty effectively there must be a partnership of concerned citizens, parents, civic and religious groups, service organizations, business, unions, and the educational sector. All must work together.

While not all of the private sector projects focus entirely on education, many have education as part of their initiatives. Some seek specific solutions to education problems.

There is an industry/education partnership that has envolved in Steilacoom, Washington. Waste energy from papermill effluent is being burned to provide heat for the local high school.

Cities in schools was established a few years ago in six cities across the United States. This concept combines the efforts of established school system, private participation and donations to teach youth in the inner city. This concept can work in any urban school.

The system takes the youth to the schools where they should be anyway and provides for them extra counseling, tutoring and support from volunteers of various outside groups. The results have shown that youth who start with discipline problems, low and drop-out, as well as other social difficulties, have progressed into colleges and productive student citizens.

San Francisco has a model program called CAPS, which stands for Corporate Action in Public Schools, CAPS volunteers travel in teams to a school, where they are linked with students under the teacher's direction. They serve as role models, who:

- Reinforce basic skills, reading, math and communication
- Enrich and individualize instruction;
- Tutor English as a second language;
- Prepare students to meet career goals;
- Relate classroom skills to life experiences.

The list of exemplary programs is endless. Programs such as Dallas' Adopt-A-School, the Bilingual Boricua College in New York City, Operation Fail-Safe in Houston, and many more are models for others as endless opportunity for the local community to solve its programs more effectively.

...We are seeking more exemplary education programs that have heavy private sector input so that others may use them as models. And if a new project needs help, we also offer specialized assistance.

One of the more important long-range initiatives in which the Department is engaged is an effect to remove the three major impediments to public-private cooperation--the legal, economic, and psychological barriers.

The Department is encouraging the withdrawal or modification of restrictive legislation relating to volunteers and private-public cooperation, the wider use of seed money, and the credit and recognition be given to volunteer and public-private cooperative efforts.

I would again like to quote the President's Proclamation:

> "...Because consumer and economic education can contribute immeasurably to our competence as consumers and citizens, it should be started in the schools at the earliest possible time.
>
> ...It is clear that greatest fairness for consumers can be achieved through the active cooperation of business, government, and consumers themselves working to insure equity, increased competition, and safety in our free market economy."

T.H. Bell- U.S. Secretary of Education
National Consumers Week, Kick-Off Speech
Department of State
April 25, 1983 - Washington, D.C.

Drinking and Driving

I am especially pleased to be here with cabinet colleagues and Congressman Barnes to share with you my plain two cents worth in this ongoing campaign to alert our nation's youth to the dangers of drinking and driving. I remember from my youth an old slogan: "Alcohol and Gasoline Don't Mix," I'd like to add to that by saying that Alcohol and Eduction Don't Mix Either.

Now I'd like to share with you some of my thoughts about education and alcohol from my peculiar perspective -- and enhanced age.

Over two thousands years ago the Greek Philospher Aristotle observed: "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends upon the education of youth."

...Columnist William Buckley wrote in the Washington Post that: "Alcoholism is arguably, the single worst social affliction in the world. It is responsible for jobs lost, marriages dissolved, violence unpremeditated, and death. There are even people who believe the final winner in the east-west struggle may prove to be the society that most successfully withstands the parasitic drain of alcoholism."

That is the prime reason President Reagan is convinced, as I am, that alcohol and drug abuse is "one of the greatest problems facing us internally in the United States."

We all know or should know that alcohol plus an automobile equals the biggest killer of youth in the United States today. And there is no doubt in my mind or in the minds of millions of parents, teachers, principals, school administrators and legislators that alcohol (and other drugs) have a detrimental and disruptive impact on the vital educational processes upon which you, our society and civilization depend.

It is generally agreed that alcohol has many negative impacts on our schools' whose primary function, education and training of the future generations, is often overlooked or sidetracked. Why? Because harassed principals and teachers are distracted from the main mission of education by violence and other antisocial behavior brought about in part by the direct or indirect use of drugs and alcohol:

Specifically alcohol abuse is associated with these negative behaviors in the educational process:

1. Lowers academic performance and grades.

2. Increases drop-outs, truancies, pregnancies, runaways, and anti-social behavior in general.

3. Creates disruptive classroom behavior problems.

4. Encourages school wide discipline problems, fights and random violence, class-cutting, cheating, tardiness, absenteeism, and suspensions.

5. Increases school vandalism, litter and general disrepair.

6. Impedes the learning process for non-drinking straight students.

7. Creates problems for school governance.

8. Contributes to the loss of confidence and faith in the schools.

9. Harms student-parental relationships and adds to family instability.

10. And is the source of parent and school conflicts and misunderstandings as each blames the other for not doing their job.

For these and other reasons, I am convinced that of the many problems facing our nation's schools today none has more potential for the disruption of the vital educational processes than the widespread abuse of alcohol and other drugs by our student populations.

It is for these reasons that the President has made the prevention of drug and alcohol abuse such a very high priority of his Administration. President Reagan has also spoken of the need to launch a nation-wide campaign of prevention because, he said "I think we are running a risk of losing a great part of the whole generation if we don't."

And the key to prevention is more education for the current youth of America and tomorrow's leaders concerning the truth about alcohol's Frankenstein qualities.

...The White House has developed a strategy for prevention of drug abuse and drug trafficking. This sets the tone and direction for the Administration's efforts during the next several years. The Alcohol and Drug Abuse Education Program administered by th Department of Education is a part of this strategy.

The Department of Education is the sole Federal agency with a broad mandate to work with the nation's schools. For ten years we have been developing school-based alcohol and drug abuse education programs. Our primary role is to provide leadership, training and technical assistance to school systems for the purpose of developing a local capacity to deal with local alcohol and drug abuse problems using local resources.

The program has a decade-long record of demonstrated effectivesness, has invested nearly $40 million dollars and has directly impacted on aproximately 5 million individual students and indirectly affected millions more.

The program has established teams of school and community personnel, supported with training and follow-up assistance, in every State and territory: 4,500 teams, involving approximately 18,000 adult workers, and reaching approximately 500,000 youths annually. In 1982, 120 school teams were trained and 475 schools received technical assistance as did most of the 50 State education agencies. (The Budget of FY '83 and FY '84 is $2.85 million)

After their regional training, local school teams trained many additional teams in other school as well as parent teams in their local communities. Simultaneously, the national network, consisting of the 475 local projects and State agencies, disseminated successful exemplary projects to other interested school districts.

I am also very encouraged by the growing number and variety of parent organizations that are springing up all over the country. At latest count, there were over 3,000 parent groups like the local PANDA organization in Fairfax County. Perhaps the best known organization is the National Federation of Parents for Drug-Free Youth. As you know First Lady Nancy Reagan is actively working with this group.

What we are seeing today is a true phenomena, namely a parent's movement for the 1980s. And I'd like to encourage all the many parent groups throughout the United States to actively cooperate in a new and needed partnership between the public schools, the private sector and community volunteers.

Then we can then achieve the ambitious goal set by Mrs. Reagan, "A parent group in every community of our country". I can assure you the Department of Education will continue to do its part. Between January and June 1982, approximately 83,150 volunteer hours were mobilized in local communities by the local school teams, or which 20,525 hours were contributed by parents. Also during the six-month period, the school teams generated $1,400,000 in support from other private and public funding sources.

We can no longer afford our past ignorance concerning the deleterious effect of alcohol and drugs on the education and health of our country's youth.

They are truly "life-wasting" substances and they represent an American crisis of the first order.

History is replete with examples of how one person's will can make a difference and change the very course of history itself.

My generation is counting on yours to accept the challenge to change the prevailing assumptions that the only good "high" is one that is chemical. You know there are others:

1. Dedication to excellence in learning and selfless living.

2. Service to the nation.

3. Commitment to others.

4. High achievement in your chosen life's work.

I am confident that we can count on you to change the false expectations and erroneous assumptions concerning alcohol use and abuse for your generation and generations to come.

March 26, 1983
National 4-H Center, Chevy Chase MD
T.H. Bell- U.S. Secretary of Education

Mr. Chairman and Members of the Subcommittee:

I am pleased to be here today to testify in support of H.R. 2940, the Vocational and Adult Eduction Consolidation Act, introduced by Representatives Erlenborn, Packard, and Nielson. This outstanding legislative proposal was developed through the cooperative efforts of members of Congress, the Administration, and the education community. I regret that, because of a scheduling conflict, Senator Orrin G. Hatch cannot be here today to discuss S.1039, the companion measure that he has introduced in the Senate. Senator Hatch and his staff have been extremely helpful to us in the development of this legislation.

Mr. Chairman, the bill that I am today urging you to enact is very similar to the vocational and adult education consolidation proposal put forward by the Administration last year. This proposal, however, incorporates several important changes that reflect concerns raised during last year's hearings, as well as ideas presented to us in meetings with members of Congress and representatives of education associations. Our bill is designed to accomplish four major objectives:

(1) Consolidation of the existing vocational and adult education categorical programs into a single, flexible program of grants to the States;

(2) simplification and reduction of administrative burden at all levels of government, so that States can use more of their Federal dollars to provide educational services to students;

(3) enhancement of the role of vocational and adult education in assisting local, State, and national economic development; and

(4) refocusing the Federal role to concentrate on research, development, dissemination, demonstration, and other national leadership activities rather than on intervention in educational decision-making at the State or local levels.

Accomplishment of these objectives will result in a strengthened system of vocational and adult education -- a system better equipped to contribute to economic development, to more productive utilization of the national workforce, and to increased adult literacy.

Let me describe for you how the bill would accomplish these objectives. Part A sets forth a set of procedures and requirements that would apply to programs administered under the Act. These provisions would replace the vastly more complicated rules established under the current Vocational Education Act as well as those procedures included in the Adult Education Act.

I am sure that the subcommittee is aware of the many complaints that State and local administrators have expressed about the administrative requirements included in the Vocational Education Act when the Act was last reauthorized in 1976. The data collections required under VEDs; the requirement that all States establish planning committees and hold a certain number of meetings in the course of completing lengthy five-year plans; the equally burdensome requirements for annual programs plans, accountability reports, and evaluations -- these are only some of the provisions that have caused many problems for program administrators and have caused the Act to lose sight of its original focus on assisting in the training of a skilled and literate workforce.

We would replace all of the existing red tape with a few simple requirements. Consistent with the Administration's other consolidation bills, each State would be required to submit an annual Proposed Use Report. In this report, the State would describe its goals for vocational and adult education, the characteristics of individuals to be served, how Federal funds would be used to achieve the purposes of the Act, how those funds would be distributed, and the anticipated results.

In addition, the State would have to include four other descriptions and seven assurances. In subsequent years the report would include an assessment of what was accomplished with Federal funds expended in the most recently completed program year. This short, simple report would replace all of the plans, evaluations, and reports mandated under current law.

Part A of the bill also improves the State allocation formula by adding an unemployment factor and by removing certain constraints, hold-harmless provisions, and other factors. Finally, Part A provides for State audits, an annual Secretary's report to Congress, the operation of a National Advisory Council on Vocational and Adult Education, and the applicability of certain GEPA provisions.

Part B authorizes State programs, for which at least 95 percent of funds appropriated under the Act would be used. Essentially, State activities under Part B would be subject to only four simple ependture requirements:

- Each State would have to use at least 30 percent of its Federal funds for programs and projects related to economic development and skilled workforce training.

- An additional 30 percent would have to be used for strengthening State and local systems of vocational education. Of that amount, at least 15 percent would have to be used for meeting the special needs of the handicapped.

- Finally, each State would have to use at least 13 percent of its Federal funds for adult basic education.

These four rules would replace the long list of categories, special set-asides, and other expenditure requirements in the current laws. For the first time, the Federal vocational education program would earmark funds specifically for economic development. States could use the money, for instance, to retrain displaced workers, to provide training needed for new businesses and industries, or to train out-of-school unemployed youth. The funding for strengthening the vocational education system could be used for such important activities as cooperative education, sex equity programs, special services for the disdvantaged and limited English proficient, and improvement of vocational education equipment and facilities.

The most important objective of the adult education section would be the teaching of basic skills to those adults whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to obtain or retain employment commensurate with their real potential.

While this bill would leave to the States decisions how programs are administered, we anticipate that placing the vocatinal and adult education programs within a single piece of legislation will encourage greater coordination between these two activities. Students who lack basic skills will often progress more rapidly in their academic studies if their educational program includes an applied or vocational component. Similarly, some vocational students are weak in academic skills and their success in the world of work will be enhanced if they receive basic skills instruction.

I would like to describe very briefly Part C of the bill, which authorizes National Programs. These programs would include research (such as support of a National Center for Research in Vocational and Adult Education), Indian programs, the National Occupational Information Coordinating Committee, and a variety of demonstration, development, evaluation, and dissemination activities designed to enhance the value of vocational and adult education as national resources critical to economic development.

These activities would build on current Department initiatives in such areas as corrections education, cooperation with the private sector, and training to meet the needs of the defense industrial base.

Mr. Chairman, the Department put forward its original vocational and adult education proposal slightly over a year ago. During the last Congress, neither the House nor Senate took action on any vocational or adult education reauthorization legislation. During the last few months we have met with some 30 to 35 interest groups, as well as with Congressmen, Senators, and their staff, to discuss what changes might be made in our bill. While we believed that last year's bill was an excellent legislative proposal, we were willing to listen to outside suggestions and we were willing to make some of the recommended changes.

We were asked to include a set-aside for the handicapped, in order to assure that handicapped individuals receive equal opportunity for participation in vocational education. We agreed to this change. We were asked to include an authorization of appropriations for "such sums as may be necessary" rather the level prescribed in our budget request. We agreed to that change. We were asked to include more emphasis on sex equity activities, including programs for displaced homemakers. We agreed to that change as well. We also agreed to permit funding for day care and for the operation fo State and local advisory councils.

The Administration has clearly shown that it is willing to listen to outside advice, and I believe that this bill has improved as a result. Many of the groups that we have talked with agree, and they are enthusiastic about this proposal. Now it is time for the Congress to act.

Mr. Chairman, enactment of H.R. 2940 would result in a streamlined, simplified vocational and adult education program that is more closely aligned than the current programs to the educational and economic needs of the Nation. I strongly urge its enactment.

T. H. Bell
Subcommittee on Elementary, Secondary, and Vocational Education
House Committee on Education and Labor
May 19, 1983

EXCELLENCE IN EDUCATION

Before I congratulate the graduates on this their golden day, let me first express my appreciation for all of you in the audience -- parents, faculty, relatives, and friends who have made the sacrifices, furnished the inspiration, and supplied the encouragement to help make your mutually shared dreams come true.

You are graduating into a new era that you will be helping to reshape at the very time when "our technological leadership is being challenged from abroad..." President Reagan recently reminded us at a White House ceremony presenting the National Medal of Science to 12 outstanding scientists and engineers that, "In the past too many Americans tended to take our preeminence in science and engineering for granted..."

"We, as a nation," the President said, "cannot rest on our laurels. Today's young people need to know that their well-being depends on our continued progress in science and technology. Only by excellence in this vital rea can we hope to maintain technological momentum -- momentum so essential to our freedom and prosperity."

The key to prosperity, freedom and the ideals of America is education. Knowledge, information, and skilled intelligence are the new raw materials of international commerce. So, I want to talk to you graduates about America's education system.

- American Education ---"The condition of our schools and colleges"---what we should do to improve learning for the millions now in schools and colleges.

The Education Establishment:

- 45 million elementary and secondary school children and 5 million in private schools
- 12.5 million college and university students
- 3 million in trade, vocational, technical schools 60 million students + employees
- $215 billion will be spent this year on educating these students.

Funding will come from:

- State legislatures
- local property taxes
- tuition
- fees
- endowment earnings
- church support
- private giving
- Federal dollars appropriated by Congress

What are our commitments and ideals? What are the results of our efforts? First, our commitments and ideals

Access to all the education you need and want -

- Free public schools in all states supported by state and local taxes.
- System of low cost colleges and universities.
- Private schools and colleges.

Equal Opportunity

- Must be available to all
- cannot discriminate on basis of race, sex, handicap.

Student Aid --- Help to pay tuition and other costs (18,000 NE University students availed themselves of this help)

Not only access

Not only equal opportunity

But choice -- Public and Private!

Education --- All you want, and we will help you -- the more trouble you have the more help you get!

Lower the income, the more aid!

Lower the achievement, the more individualized the teaching

In August of 1981 I appointed an 18 member panel of distinguished educators, scientists, and leaders to conduct a searching study of education in this nation --- to study the strengths and weakness of our nation's schools and colleges --- to report back to me and the American people on the condition of education.

When the report was released at the White House on April 26 I asked the President to join us and to address the education and business leaders we invited to hear the report. We were all stunned by the shocking deficiencies and somewhat strident tone of the report, but the commission members agreed unanimously in their findings. The members came from both sides of the political aisle, from all levels of education, and they were broadly representative of the American people.

To emphasize to you graduats how critical it is that we have the very best in education, let me quote six hard hitting phrases and sentences from the commission report:

> "Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world."
>
> "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. ...others are matching and surpassing our educational attainments ...we have allowd this to happen to ourselves."
>
> "If only to keep and improve on the slim competitive edge we still retain in the world markets we must dedicate ourselves to the reform of our educational system for the benefit of all --- old and young alike...."
>
> "Learning is the indispensable investment required for success in the "information age" we are entering."
>
> "History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations. The world is indeed one global village. We live among determined, well-education, and strongly motivated competitors. We compete with them for international standing and market, not only with products but with also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer."
>
> "What lies behind this national sense of frustration can be described as both a dimming of personal expectation and a fear of losing a shared vision for America."

In no way can we attain this shared vision without the absolute best in education.

Our goals for the next 5 years should be to:

- Raise high school graduation requirements
- Upgrade college entrance requirements
- Strengthen all academics...math, science...foreign language
- Install master teacher plan and make teaching more competitive --- attract teachers from top half of SAT and ACT score range

- School boards standards, expectations, incentives and rewards!
- Regular and systsematic exams --- more homework --- more student and parent responds.
- Better teacher education from our universities.

A massive renewal and commitment to learning ...touches 30% of our nation's population...$215 billions! More for our money! More learning ...more rigor...more creative, competitive, intelligent people for America!

Boston, Massachusetts - 6/19/83

T.H. Bell- U.S. Secretary of Education

On April 26, 1983 at the White House, the National Commission on Excellence in Education reported its findings to President Reagan and to the American people. I am especially pleased to tell you that this report has been exceptionally well received by a broad cross-section of our nation.

Let me quote five hard hitting phrases and sentences from the Commission report:

1. "Our Nation Is At Risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world."

2. "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people...others are matching and surpassing our educational attainments...we have allowed this to happen to ourselves."

3. "If only to keep and improve on the slim competitive edge we still retain in the world markets we must dedicate ourselves to the reform of our educational system for the benefit of all --- old and young alike..."

4. "Learning is the indispensable investment required for success in the "information age" we are entering."

5. "History is not kind to idlers. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer."

President Reagan is keenly aware of the need for some dramatic changes in American education. He knows that our competitive edge in a very competitive international economy is dependent upon our productivity -- and our productivity in today's and tomorrow's world is tied to skilled intelligence, creativity, knowledge, and enlightenment.

That is why the President is speaking out on education. You will hear more of this in the months ahead. I am convinced that education will be a major issue in the 1984 election. I am also concerned that the solution is not simply a matter of more money. Indeed, the solution from the Republican point of view and the contrasting Democratic proposals will surely heighten the debate as we move into the election season.

We feel strongly that there must be a change in standards, expectations, graduation requirements, basic education, more math and science even at the expense of less activities and social affairs.

We also feel that paying our outstanding teachers more and breaking with the lock step salary schedule are absolute musts. We need these changes before we take any other action on more money or more anything else in our schools.

The Commission calls for a longer school year and a longer day. The 180 day school year and the five or five and a half hour school day are too brief. Compared to other nations, our students simply do not spend enough time on the task of learning.

We need homework, and it ought to be taking precedence over many activities that occupy the evenings of many teenagers.

We stand for major reform and renewal of American education all the way from teacher salary practices, to how we educate our teachers, to standards and graduation requirements, to a more rigorous curriculum, to a longer school day and a longer year!

To be sure, we must spend more money on education. But not until we can come forward with the changes and renewal and reform that will promise a greatly improved education system. Our students and their parents and the public deserves better!

When you get down to the changes that will cost more money, the issue comes up concerning where the money is coming from. Do we launch a massive new Federal aid program as Walter Mondale proposed? Is there a solution without Federal control? There must be, for federalizing our schools to rescue them from "the rising tide of mediocrity" would be the height of foolishness. We all know that.

Each year, the State legislatures meet. The Governors propose budgets and news laws to be enacted. It is in this arena where education reform must be worked out. It is the foremost responsibility of the States.

The issues in the coming election will center around Federal versus stat eand local action...around more Federal money versus reform, renewal, and change on the local and state levels.

Education is a family matter...we need more commitment out of the home. Education is a local community matter...we need more dynamic leadership from school boards and from grass roots supporters of our local schools who have failed to insist on high standards of performance.

Education is a State responsibility for the states reseved education to themselves when they established the Union...we need more effective leadership from Governors and State legislatures. And, finally, education is a national and a nationwide concern.

We need to provide the best leadership we can on the Federal level --- studies of education such as this Commission report -- meetings of State and local leaders should be called across State lines to share and to help and to learn from each other. That's our leadership role, and that is why President Reagan has been so forcefuly lately in his comments about the conditions of education.

Right now less than 10% of the cost of education comes from Federal funds. We are determined to keep our role in perspective -- to help the states and localities do their jobs.

The reason education will be a major issue in the 1984 election is that there are millions of frustrated parents. They knew that the National Commission on Excellence in Education was very vividly describing the source of their anger and frustration when they published the report.

If you add up all State, local, Federal and private money spent on schools and colleges you come up with a staggering sum of $215 billion. (The Department of Education portion is, incidentially, about 8% of that total). The people paying that bill deserve better than they are getting. So, reform of our schools will continue to be a big issue. The President will make it so!

Education in the years ahead will loom larger in our lives and in the future of our nation. But let's keep it on the grass roots and State levels -- but let's make it work as it should. The President is calling for that right now. Let's all pitch in and help him.

Speech delivered by
T. H. Bell
Salt Lake City, Utah
June 26, 1983

Following consultation with the President and with his full support and encouragement, in the summer of 1981, I created the National Commission on Excellence in Education. The Commission's membership was chosen to be bipartisan and broadly representative of all of the many groups involved with and concerned about education.

It includes distinguished college and university professors, leading American scientists, including a Nobel Laureate, public and private school administrators, the 1981 teacher of the year, and parents and corporate excutives.

I asked the Commission members to examine the quality of education in the United States and to make a report to me and to the American public. Specifically, I asked that they consider:

the quality of teaching and learning in our Nation's public and private schools and colleges;

a comparison of student achievement in the United States with that of students' in other advanced industrial nations;

the effects of college and university admissions standards on student achievement in high school;

the existence of school programs particularly effective in raising student achievement;

the effects of social and educational changes in the last 25 years on student achievement.

The Commission's report was presented to the President on April 26. The report did a masterful job of responding to the charge I handed the Commission. It has generated widespread debate in the education community and the public.

The Commission concluded that our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. The Commission concluded that the educational foundations of our society are being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people.

Let me touch upon just a few of the many statistics the Commission cities in its report as indicators of the risk to which we have exposed ourselves:

10-year old international comparison of student achievement indicates that, on 19 tests, American students were never first or second and, in comparison with other industrialized nations only, were last seven times;

functional illiteracy continues to be a serious social problem in the United States -- some 23 million adults are functionally illiterate, including up to 40 percent of minority youth;

SAT results demonstrate a virtually unbroken decline since 1963;

many teenagers do not possess the "higher order" skills we should expect of them -- nearly 40 percent cannot draw inferences from written material, only one-fifth can write a persuasive essay, and only one-third can solve a mathematics problem requiring several steps;

remedial mathematics courses in public 4-year colleges increased 72 percent between 1975 and 1980;

the Department of the Navy told the Commission that one-quarter of its recent recruits cannot read at the ninth grade level, the minimum needed to simply follow safety instructions.

The Commission concluded our educational risk is in large part the result of disturbing inadequacies in the way the educational process itself is conducted. The report found four major problem areas: content, expectations, time, and teaching.

The Commission found that secondary school curricula have been homogenized, diluted, and diffused to the point that there is no central purpose. We have, in effect, a cafeteria style curriculum in which the appetizers and deserts can easily be mistaken for the main courses. As a result, far too many students avoid mathematics, foreign languages, science, and the study of literature in favor of personal service and development courses such as training for adulthood and marriage. Although our schools offer demanding and rigorous academic courses, they provide no incentive for students to take those courses.

We ask far too little of our students and we get no more than we request. Little homework is demanded of students, most high school seniors have less than one hour of homework per day; the two-thirds of our states a high school diploma can be awarded to a student with only one year of mathematics and one year of science; 20 percent of the public 4-year colleges in the United States must accept every State high school graduate regardless of grades or course of study pursued.

American students spend less time in school during the school day and the school year than do students in many other nations, and much of the time they do spend is wasted.

The Commission concluded that few academically able students are being attracted to teaching, that teacher preparation programs need substantial improvement, that the professional working lives of teachers are unacceptable, and that serious shortages exist in several fields, including mathematics and science.

The Commission made five major recommendations. The report recommended that all students seeking a diploma be required to lay a foundation in Five New Basics by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science.

The Commission recommended that schools, colleges and universities adopt more rigorous and measurable standards, and higher expectations for academic performance and student conduct, and the 4-year colleges and universities raise their requirements for admission.

The report recommended that more time be devoted to learning the New Basics, which would require more effective use of the existing school day, a longer school day, or a lengthened school year.

The Commission's teaching recommendation is in seven parts, urging that standards for teacher-candidates be improved, that salaries be increased that school boards adopt an 11-month contract for teachers, that career ladders be developed, that nonschool personnel resources be employed to solve the immediate problem of the shortage of mathematics and science teachers, that incentives such as grants and loans be made available to attract outstanding students into teaching, and most importantly a system of merit pay for rewarding outstanding teachers be established and those Master teachers be involved in designing teacher preparation programs.

Finally, the Commission recommended that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve the reforms it proposed. It believes that when excellence is restored to education citizens will provide the fiscal support and stability required.

...The last recommendation has excited considerable discussion about the Federal role. The report makes it clear that while all levels of government -- local, State, and Federal -- have responsibilities for education, the primary responsibility is, and should be, at the State and local levels.

If I may, I want to take just a few seconds to touch upon several important features of the Commission's report that have not received much attention in press accounts of our findings.

First, although the Commission is critical of much of what it found in American education today, it did not set out to identify scapegoats or issue indictments, but to define problems and suggest solutions.

Indeed, the Commission stresses that we can be justifiably proud of what our schools and colleges have contributed to the United States and the well-being of its people, and cities the past successes of American education as the basis for its optimism that American educators can rise to the challenges placed before them.

Second, the Commission insists that a public commitment to excellence cannot be made at the expense of the strong public commitment to equity because both have profound and practical meaning for our economy, our socity, and our people.

Third, the recommendations regarding secondary education are but a foundation for what the Commission sees as the central goal: creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that effords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes.

Finally, we cannot overlook the critical role of both parents and students in the reforms proposed. Successful education requires the full involvement of all parents and the personal commitment of students to excel.

The Department of Education has already initiated significant activities to follow up on the report of the Commission.

The Department has announced five major regional forums so that state and local educational leaders, businessmen and women, and the public can discuss the implications of the Commission's report for their own daily lives.

The first of these was held at the Michigan State University early in May, and the second, with the prominent participation of President Reagan, was held in Minnesota earlier this month. Three more are scheduled for Albuquerque, New Mexico, Salt Lake City, Utah, and Los Angeles on June 23, 24, and 30 respectively.

We plan seven similar forums in July, September, and October. In addition, I am asking the National Center for Educational Statistics, and the National Institute of Education, both integral components of the Department, to focus their data collection and research activities on the themes so persuasively identified by the Commission.

...I want to concentrate all of the discretionary activities which are under my control on the central concerns of the Commission. Last year I initiated a secondary School Recognition Program working with chief state school officers. I hope that the schools identified through this program will reflect the kind of excellence the Commission seeks.

In addition, I hope to mount a challenge for excellence program so that State and local educational agencies, along with major educational organizations, can let me know what they want to do in order to meet the Commission's recommendations.

...Let me conclude by reading from the final paragraphs of the Commission's report:

> Our final word, perhaps better characterized as a plea, is that all segments of our population give attention to the implementation of our recommendation...
>
> It is their America, and the America of all of us, that is at risk; it is to each of us that this imperative is addressed. It is by our willingness to take up the challenge, and our resolve to see it through, that America's place in the world will be either secured or forfeited.

T.H. Bell - U.S. Secretary of Education
A Nation At Risk
House of Representatives
June 21, 1983

You graduates are entering the "theatre of the real" at an exciting, challenging and hopeful time for our nation and, for education. Indeed they are inexorably entwined. With every passing day the enormously productive American economy shows every sign of being on the mend. In fact the long anticipated real sustained growth, without inflation, THE RECOVERY OF 1983 is taking place this spring.

You are fortunate that you will be searching for your first real job during an expanding economy. President Kennedy expressed it well when he said, "a rising tide lifts all boats." The general economic recovery promises to bring us a decade of growth without inflation.

You will be entering into and working in the "real world" of an American society which is suddenly obsessed, nay, preoccupied with the quality of our educational system. Each week it seems a new national study is released by a prestigious group of Americans calling for major educational reforms, raised standards, better achievement scores, higher excellence and greater expectations.

President Reagan's Administration and the Department of Education are doing their part to help create a national dialogue. Out of this great educational ferment and reform we hope will come the "LEARNING SOCIETY." Our report is called "A Nation At Risk" and was prepared by the Commission on Excellence in Education.

I am convinced that it is the right report, appearing at the right time and written by the right people, a bi-partisan Commission. They are determined to reverse our educational system's quarter century slide into mediocrity and eventual second or third class status for our beloved country.

I would like to highlight some of the major points from the Commission's report. Then I would like to challenge you to help any way you can - in your careers, in your families or in your communities to reverse the educational decline. This worrisome decline threatens our Nation's ability to compete and, affects our national security.

The Commission's report says:

"Our Nation is at Risk."

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

"We have, in effect, been committing an act of unthinking, unilateral educational disarmament."

"Learning is the indispensable investment required for success in the 'information age' we are entering."

"All regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and speech to the utmost."

But since you are graduating here today, you contradict in your own individual lives and in those of your families, one other very disturbing observation of the Commission, namely:

"For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents."

You graduates, because of the superior education you have received here at the University of San Diego and, because of the eternal, ethical and religious principles that you have been imbued with during your years here, you are twiced blessed.

For over a decade President Hughes has carried on a great tradition of Catholic excellence here at San Diego that goes back nearly 2 millennia to the great early church father St. Augustine, Bishop of Carthage in North Africa.

This great private Catholic University reflects the civilizing traditions of the modern university which traces its roots back nearly 800 years to the first university - the University of Paris. Its title "The First School of the Church" sounds a little strange to the modern ear. However, it enlightens us regarding the traditional role of universities: to preserve and guard the ancient learnings and keep alive the religious traditions and values that have shaped our civilization and nation.

Universities, like cathedrals and parliaments, are gifts from the middle ages. For over 700 years - in an unbroken tradition - the main business of a university has traditionally been the training of scholars and the maintenance of the sacred tradition of learning and investigation.

Classical culture, Christian culture, the medieval synthesis of Thomas Acquinas - modern science and modern thought are combined in this great university. It provides today's young people with a liberal education which places you in direct contact with the eternal principles of truth, beauty, and goodness.

This is another way of saying that the role of the University of San Diego is to serve both the city of God and the city of man - a university mission begun in the early 12th century and one that continues unbroken to this day.

Permit me if you will to make a few brief remarks about The Learning Society that you will help create and participate in. It is linked to, and part and parcel of, the info-high-tech-service age being created before our very eyes. It can be summed up in one word: COMPUTER. However, don't be so mesmerized with the technical aspects of the computers and high tech because they are no substitute for sound, basic educational preparation for life's many roles and activities such as work, leisure, family, citizenship and life-long learning.

The Commission's report says:

"At the heart of such a (learning) society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes."

"Such a (learning) society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life."

"... Without life-long learning, one's skills will become rapidly dated."

What this seems to be saying to me is that the true value, the lasting value of your education and learning is not dependent on any immediate "pay-off" in terms of a job - as necessary as that is. Rather, the most important and long-lasting result of your education is the self-educational process that you have been inspired to engage in. Hopefully, you will now pursue self-education throughout your lifetime - this is the real "pay-off." Hopefully, you have learned the most important thing in your life: you have learned how to learn. And more importantly, you are eager and excited to go right on learning.

I feel sure that the observation of the great educator, author, and philosopher Mortimer J. Adler may - at this time in your lives surprise you a bit - and comfort your parents a great deal.

Adler observes "no one can be educated in school. One of the worst errors that parents, students and educators make is (to suppose) that the children are getting their education in school and college. You can't because immaturity is the obstacle to being educated."

Your education here at San Diego will give you an advantage in the world of work if you don't rest on your oars, if you keep on learning and if you tackle each task with dedication, enthusiasm and hard work. Always remember the difference between a job and career is the difference between 40 and 60 hours a week. And consider the wisdom contained in the following quotes about work:

"Many people quit looking for work when they find a job."

"I'm a great believer in luck, and I find the harder I work the more I have of it," said Thomas Jefferson.

"It is not enough to be busy ... the question is: what are we busy about?" reminded Henry David Thoreau.

"It takes 20 years to make an overnight success," remarked Eddie Cantor.

"If one advances confidently in the direction of his dreams, and endeavors to live the life he has imagined, he will meet with a success unexpected in common hours," said Thoreau.

The Judeo-Christian values and principles such as the old verities of truth, honor, courage, integrity, selflessness and humility that you have learned and studied here at the university will, I assure you, stand by you very well in the challenging and changing years ahead.

Neary 2,500 years ago, the Greek philosopher Plato observed "What is honored in a country will be cultivated there."

It's up to you and your generation to ensure that "THE LEARNING SOCIETY" is created and flourishes and, that education, teaching, research and the world of the mind are once again honored by our nation - more so than in our recent all-too-permissive-past.

I would like to leave you with two verses from The Old Testament taken from the 40th chapter of Isaiah and the 6th chapter of Micah. These will be encouraging words as you enter the next and toughest part of your life - getting your first position on the road to your career and life's work.

"They that wait upon the Lord shall renew their strength, they shall mount up with wings like eagles, they shall run and not be weary, they shall walk and not faint."

"And what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?"

San Diego, California - May 22, 1983

T.H. Bell- U.S. Secretary of Education

...Education and growth are linked in many people's minds. The future of America and all that it has stood for are really at risk and, inexorably tied to excellence in education.

Because of recent breakthroughs in communication and transportation, the world has become what the Commission (National Commission on Excellence in Education) referred to as "one global village." And this international community is increasingly populated with tough ideological, technological and economic competitors. The Commission accurately said: "We live among determined, well-educated, and strongly motivated competitors."

Since the Commission's report came out, many have asked me why the President wants to abolish the Department of Education and replace it with another structure more suitable to the Federal role. Some of you in this audience may believe that this Administration has failed to befriend education. You may have been told that we are anti-education, that our budget reductions --in the interest of an economic recovery--have been Draconian, that the commitment of the President to dismantle the Department is shortsighted.

I want to quote what former Secretary of Health, Education, and Welfare Joseph Califano has to say about education in recounting his experience in the creation of the Department. "I came to HEW enthusiastic about the opportunity to improve education in America, and determined to step Federal funding sharply." I left," he says, "alarmed over the deterioration of public education in America and troubled by the threat of academic freedom that the Federal role, enlarged and shaped by special interests, poses."

Please note the present tense of the verb "pose." This Administration is committed to redefining the Federal role in education in ways that will strengthen the hands of educators and parents.

President Reagan remarked on receiving the Commission report I presented to him at the White House last month that he was heartened to note that its recommendations are consistent with his pledge to redefine our presence in education.

The Commission report outlines a leadership role for the Federal government, and a specific role in protecting civil rights, education of the disadvantaged and the handicapped, student assistance, and key areas of national need. The Federal government, the Commission states, should identify and fund programs that are in the national interest in education.

Well, this Administration is committed to education for the handicapped, for the educationally disadvantaged, to student financial assistance, to protecting the rights of minorities and the majority alike, to research in key areas, and to the leadership for excellence the President has exercised for years.

No one should forget that President Reagan created this Commission to make its report to the American people, is in and of itself an exercise of leadership in education that has not had any equal in Washington for years.

The significance of education to the nation's future was portrayed by the Commission as follows:

"Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce;" they are in fact the intellectual keys to an information age and a learning society.

If this State and your neighboring States succeed in maintaining and establishing a viable modernized economy so that the people living here can continue to enjoy the good life. it can only come about by an across-the-board renewal of the capacity of your educational institutions.

The future will belong to the bright and energetic people residing in countries where learning is cherished and encouraged and where skilled intelligence is available in rich abundance.

"History," the Commission report reminds us, "is not kind to idlers. If we don't make the heroic steps, our industrialized-urban society could go the way of others in this century leaving us, before the turn of the century, as a second rate 'has been' declining country. ...most certainly we will be surpassed by our competitors who are willing to work harder, study more difficult subjects and apply skilled intelligence to the problems of our time with a diligence and ingenuity that was once considered an American monopoly.

Following are questions to which we must be seeking answers:

... Who should take the lead in a very complex, decentralized, and diversified system of education that serves a very large and complex nation that is now facing an unprecedented challenge to its traditional economic supremacy and international leadership?

As we survey the condition of American education, we must ask the age-old question that is always asked when we are in trouble: Who's in charge here?

My emphatic reply to this question is that the 50 states are in charge! I hasten to add that we are all responsible and we all have a very heavy and sobering responsibility.

I would not excuse the Federal government nor do I imply that some blame cannot be fixed there. The 16,000 local units (the school districts) created by the 50 state legislatures are also responsible. Parents and students obviously must be saddled with a heavier load than they have been carrying. ...And of course the students will have to do their part by studying harder and taking fewer easy courses and doing more homework - even on weekends.

The State legislatures created the school districts of the nation and they established the public systems of higher education.

Ninety-two percent of the money appropriated for the public schools is either financed directly by State legislatures or it is raised by local property taxes under levying authority set by the laws enacted by the legislatures.

State legislatures each year enact new laws that govern the schools, colleges, and universities. The changes that we must make cannot be attained without the assistance, direction, and support from our State legislatures. Whether you like this or not, that is the way it is. Some State laws have more to say about private schools and colleges, but they all have some input and influence on them.

Governors can keep before the public the need to build excellence in our schools; reform teacher personnel, certification and salary policies; and, change graduation requirements.

Strong, active, and assertive governors can be (and many are) powerful influences for education reform. They can honor teachers, encourage and admonish school boards and administrators, and use the vast persuasive powers of their offices to move education forward if they will!

Chief State school officers and State boards of education have many of the opportunities I have just attributed to governors. What is more, many of them can by board resolution, change the education requirements for teachers, upgrade high school graduation requirements and, guide and influence the local school boards and superintendents. Together with the Governors, State legislatures, and locally elected school boards (operating under State law), the State education officials ought to be more assertive than they have been in the past!

...I emphasize that education is the foremost responsibility of the States and it will remain so unless we make radical changes in our structure and begin to assert Federal control and financing of our schools, colleges and universities. This would, as I see it, be a very tragic move that harm education rather than help.

...Education is to the individual states as national defense is to the Federal government. I have faith that our system of State responsibility for education will work if we can get governors, State legislatures, chief State school officers, and State boards of education to do their duty. They simply must get off their dimes and exert additional leadership.

Every State should have a Master plan for attaining excellence in education. This plan should be a realistic, dynamic, and results-oriented document.

The report of the National Commission stated as I mentioned before that: "History has not been kind to idlers." This admonition can be applied to more than the students as we consider the condition of education in America.

We must plan, implement, evaluate, and revise. When this cycle is completed, we should do it again and again. A comprehensive fitness report of each State's education system should be provided to the public and the legislature. When performance is measured, performance improves. When performance is measured and the results are fed back, the rate of improvement accelerates.

My first question has been: Who's in charge? And my answer is the States. But we cannot stop it there because the Federal government has some responsibility as do the local communities, parents, students, and others like the private sector who have a stake in the future of the Nation.

My second question is: How can we do violence to the "status quo" on the local grassroots level? We must begin with the local school board. ...School boards shape our future either by their action, inaction, or ineptness. Show me a school board that is active, assertive, and committed to a master plan, and I will show you a community that is blessed with great schools.

The key to all of this is, of course, leadership. The school board ought to either have an unusually capable superintendent who is a mover and a shaker or it ought to fire its chief executive officer and get one that measures up. A community cannot tolerate schools that do not educate the children by holding them to reasonably high and tolerably tough standards.

As I see it, the local school board should:

Employ a capable and dynamic leader for superintendent and keep him or her only so long as he or she remains so. Without strength at the top, the game is lost at the outset.

Set down hard-nosed policies that tell parents, students, and faculty what is expected of them. This should be in writing, and the prose should be easy to interpret. Every school board ought to prescribe the coursework for graduation from the school system. ...Distinguished performance ought to be recognized in teachers, students, and parents.

Specify that every school in the system must be led by a principal selected for his or her dynamic qualities to lead, to tolerate no shoddiness, and to demand the best. This should be made quite clear in the board policies. Principals should not expect to remain for years in the same school, and the superintendent should be the lively rooster that keeps each school blessed with the benefit of creative tension.

School boards should be held accountable for the performance of its schools because it has the power to hire and fire all those who are in charge.

School boards need both the support and constructive criticism of the press. Some newspapers in some communities seem to tolerate mediocrity and malfeasance of public officials in schools. ...Some communities are blessed with a press that constantly demands the best in education. The press response to the Commission's clarion call for excellence could not have been better.

If we do our part and make the tough decisions that we must make I am confident we will have the necessary support excellent education demands.

Remembering the Commission's report speaks to private and parochial schools and to private higher education, as well as to public schools, colleges and universities, the governing bodies of private and parochial schools--whether they be boards of trustees, parish school boards or pastors and deacons, should examine the Commissione's report with the intent of using the findings as a "self-study" or guide in determining if their school's objectives and philosophies are being achieved - and, if so, how effectively.

We all know that private as well as public school academic standards are too low. These schools also need reform in the area of teacher personnel practices. Just so we should not be misunderstood, we are concerned about education in the private as well as the public sector.

Require a system of recognizing, rewarding, and motivating teachers and students to reach their "outer limits," as mentioned in the Commission report. The policies of the board must demand this, and if it is not in written policy format, it will not happen.

Our teaching profession is in sad shape today because we do not honor or pay our teachers as we should. School boards must pay attention to this. They need, as I see it, a Master Teacher pay scale above and beyond a good, competitive basic teacher salary schedule.

Let's make teaching more competitive and attract and hold more talented and creative teachers. It all begins here. And the school boards ought to insist on major reform in this system including incentives, rewards, and compensation.

...The chief obstacle to this reform which is indispensable to quality education is the teachers' organizations - unions or education associations. They must yield to reason on this point. Both students and teachers will be better off if they do.

...I emphasize that the school board is the governing body for the school system. It ought to govern and not merely preside over what is. It needs a master plan that sets out a series of time-phased action steps leading to its community's definition of excellence.

What is the Federal responsibility? This question has been debated for years, indeed since the beginning of our nation. The more the States fail in their educational responsibilities, the more call there is for the Federal government to step in. Sadly, often times the Federal government responds and just does anything - usually with very mixed results.

I largely agree with the Commission and its definition of the Federal role. (As you review the mixed backgrounds of the Commission members, it is remarkable that they unanimously arrived at the conclusions including, particularly, their definition of the Federal role.)

As I see it, the Federal government cannot ignore education. We cannot, on the Federal level, simply shrug our shoulders and say that education is a State, local, and private matter. But above all the Federal role must supplement and not pre-empt the State's efforts.

...We simply cannot have education uncoordinated and widely dispersed to the 50 States without any nation-wide perspective, or without an ability to respond to meet agreed upon national needs.

The first and most important responsibility of the Federal government is in my opinion to provide leadership for American education with the least possible amount of intrusion consistent with our traditions of governance and autonomy at the local and State levels and in the private sector. Lest I be misunderstood, I distinguish between leadership and governance and control. I argue that we can have the first without the control and interference so often associated with the Federal role in the past.

Congress has traditionally been too prone to lay down compelling controls. They fail to respect the rights of the States, but the States keep asking for more Congressional (and Federal) intrusion as they fail to fill the void.

On the Federal level, we should gather data and monitor the needs of American education and appraise its effectiveness. We can sponsor activities such as the studies of the National Commission on Excellence in Education. We can fund research and sponsor major research and development projects, such as the NIE funded and Michigan State sponsored Institute for Research on Teaching.

The Federal government has a very firm and solemn responsibility to enforce the civil rights and equal opportunity laws. We must also persuade the States to take a more active role.

I support the concept of supplementing but not supplanting the financing of education. Where there are deficiencies in education that are natiowide in scope and where the probabilities are high that supplementary Federal financial assistance will help meet these urgent needs, I support fully the rationale for limited and carefully targeted Federal aid.

...It must be remembered that each State has different laws, and different forms of general and categorical aid. The more discretion we can give the States and still target the assistance on the problem, the better. That is why I favor block grants rather than very complex and prescriptive laws that have numerous set-asides and prescriptions - the so-called categorical programs.

...The Federal government can help by making revenue sources available to the states so they can fill the void.

...You may be asking about the President's views and commitments to education. I hear criticism from time to time about the President's commitment. Let me read you a statement made by the President back in 1978 when he was praising a county superintendent of schools: Education had become "...A system which deluded schoolchildren into believing they were acquiring real skills, when many of them simply were not. It was a system that encourage teachers to believe they were doing their job, even as many students were falling further behind."

The problems the President referred to were precisely those outlined in the commission report: social promotions, grade inflation, failure to use achievement tests to diagnose accomplishments and the need for further homework, in short a "vicious system" which worked against the goal of quality.

What was called for in 1978 was a "complete redesign" of the system "To focus on achievement and excellence." This is what the excellence commission has called for in 1983 -- yet the speaker in 1978 was Ronald Reagan praising the leadership of one county school superintendent who took steps requiring courage and conviction in rededicating his school system to excellence.

The results were rising student achievement scores over a five-year period, a sharp contrast ot the general decline outlined in the excellence report.

The commitment to quality education begins in the oval office with our President. The President believes that parents should have more choice in the placement and education of their children. This is why he favors tuition tax credit for middle and lower income children.

The President has a firm belief in local and State control of education. We both believe that block grants for Federal education aid to the States will strengthen the States and limit Federal controls.

I want to emphasize to all of you that I know personally of the President's deep interest, deep concern and strong commitment to education. He supported a budget in these times of great economic stress to maintain our support levels of disadvantaged and handicapped children and student aid. I want to emphasize this so no one here will feel that I am speaking without the President's complete support.

He and I both firmly believe that our emphasis should be on helping the States, local communities, private institutions and parents to more effectively do their jobs.

...Taxpayers this July will receive the full benefit of the President's 25 percent reduction in Federal income taxes. If you can convince your taxpayers and parents that you are serious about educational reform, the resources are there to carry them through.

...The economic recession which wrought havoc with State budgets is ending. The inflation rate for the last twelve months is under four percent, a stark contrast to the double-digit inflation of 1980.

In the first quarter of this year, our GNP rose by more than 3 percent -- the largest quarterly rise in two years and the end of four years of "stagflation." Before this quarter, when the President's policies took hold, there had been no growth in the GNP since 1979.

We believe that we are helping create an economic climate where the States and local communities can more effectively finance the cost of implementing the recommendations of the commission on excellence report.

...Let's not ask the taxpayers to pay more without a genuine promise that we will get the results called for in the Commission report.

Before we pump any more money into education, the State legislatures ought to examine the potential for getting more for the money they are now spending. Too often we reward mediocrity and punish excellence in our schools. This applies to much of what we do, from teachers' salary structure to how we apportion funds among the school districts. When 35 of our 50 states call for only one year of math and one year of science for high school graduation, we cannot go to the taxpayers and plea for more money to support such low standards.

Do we solve the teacher competence problem? The Commission emphasized in its report that teachers' salaries are too low--and they are. But we must take measures to change the single salary schedule. If we are going to build a truly great teaching profession, we must add some new dimensions to the teaching ranks so that our most distinguished teachers are recognized.

Just as we have been rewarding our distinguished professors in higher Ed. with financial rewards and recognition, we should give the same benefits to our outstanding teachers in elementary and secondary schools.

...We should establish the position of Master Teacher in our society. This new and prestigious level in the teacher ranks should command a salary commensurate with administrators and senior professionals in other fields.

In reaching this goal and in seeking to extend the length of the school year and the school day, the legislatures ought to move in annual incremental steps.

Each time more money is appropriated, the State lawmakers ought to set aside a sum to be used exclusively for the purpose of compensating Master Teachers. Similar action could be taken to gradually lengthen the school year.

In these ways, our State lawmakers will be offering incentives for change and reform and renewal of American education as we talk of better leadership on the Federal level we must not forget the powerful influence the State legislatures have.

We need better leadership here, and if we had had it in the past, in both the State houses and the government offices, we would not have the sorry condition we are facing today.

...The States must be results-oriented. With a master plan for attainment of excellence, every action taken can be used to reach the outcomes that were prescribed in the plan.

Can we afford to spend more money on education? We cannot, if it is poured into a tired old system that has yielded to "the tidal wave of mediocrity" decried by the Commission in its report. But neither can we afford the status quo.

We all know that ignorance is costly. We need to implement the changes advocated by the Commission and accompany each step with the added funds needed to reach the desired outcomes.

What is the role of higher education in promoting excellence? First of all, higher education educates our educators. Consequently it must accept a large part of the blame for inadequate teacher education.

The Commission report refers to a decline in college admission requirements. Higher education has been asking far less from today's high school graduates, and it is getting it.

The schools need all the support and help they can get from colleges and universities. For too long there has been a studied neglect and an intellectual chasm between the schools and colleges and universities of this country. The schools need and deserve a high priority of support from higher education.

Drawing from my opportunity to look at education nationwide, I would like to conclude with the following challenges:

For Governors to establish task forces or blue ribbon educational excellence commissions in their states to recommend changes in graduation requirements, teacher performance and pay, and other reforms;

For university governing boards to call for a top-to-bottom review of their teacher preparation programs and their remedial education programs; their admission requirements, and the quality of service and help to schools;

For the Presidents, Chancellors and Trustees of our colleges and universities, and their faculties to bring liberal education back to its original purpose: to provide an education which challenges the intellect, develops learning skills, conveys the complexity of the world we live in, and forms a base for an individual to become a life-long learner and, to provide retraining to those individuals whose occupations will not have a place in the high-tech America of the future.

These institutions must do more to strengthen and reform teacher education programs. They must make teacher education a higher priority.

For Governors to recommend and for State legislatures to enact new laws to provide incentives for master teacher salaries, for curriculum reform, for more time to learn, and for other reforms that are absolutely essential;

For Governors to budget and for legislatures to appropriate funds to support these needed reforms;

For all of the scholarly, scientific and learned societies to convene task forces to see what contributions they can make in helping the new basics move forward with the fundamental of scholarship and learning. Especially do we need help from these academic professionals in textbook reforms and for upgrading our teaching materials.

For local boards of education to develop new teacher employment, pay and performance assessment systems; we need school boards that will govern --- not just preside over the status quo (defined as "Latin for the mess we are in right now.")

For State and local leaders of public and private education to hopefully forget their differences and explore ways of working together as partners in education -- as their national counterparts are now doing.

For professional education associations, professional organizations and unions to take a new look at the responsibilities of their members for encouraging and implementing excellence in the profession and in the classroom. We need support for these reforms --- especially for the master teacher concept.

For the private sector to expand its educational efforts in cooperation with the President's Private Sector Initiative, especially in the areas of retraining, the new technology and, hands-on job experience.

For parents to get actively involved in school affairs through existing PTA's or in other community groups dedicated to providing the best education possible for your children. (We need parental commitment to excellence, and we urge widespread attention to the message to parents found in the Commission report.)

For students to demand academic excellence through new attention and activities such as literacy clubs, and academic coaches," and public acknowledgement through new school events like the "academic olympics." Students need to emphasize that the new basics are the highest priority. Student leaders should help generate peer group priorities and pressure for academic excellence.

Americans have long prided themselves on the excellence and the opoportunity that has traditionally typified their centuries long obsession with improving our educational enterprise.

Indeed democracy, republican forms of government, the free enterprise system, our high standard of living and our modern industrialized-urbanized society were based on, were predicated upon the principles of educational opportunity for all our citizens and a first rate, superior education. We have a unique opportunity today to reform and renew American education.

Let's all join in to establish America as the learning society described in the Commission's report!

I would hope that all of us would respond to this report, tellingly called, "A Nation At Risk" and pledge to do our best to reverse this decline in achievement, standards and expectations.

T.H. Bell- U.S. Secretary of Education

East Lansing, Michigan - 5/13/83

Our prime worries today relate to our apparent failure to renew ourselves, become a competitive and increasingly productive people, establish a safe and stable international situation where the threat of nuclear war becomes remote and we see the promise of establishment of a long and lasting peace.

This criticism, worry, and doubt is expressed in the problems of American education. American education, like the American economy, is in deep trouble today. Both difficulties stem from our apparent inability to be competitive, increasingly productive, and creative in commerce and trade at home and abroad.

If America is to retain its proud position as the strong, economically competitive leader of the free world, we must pay more attention to the new raw materials of international commerce. What are these new materials? I quote from the report that was made to me at the White House on April 16 by the National Commission on Excellence in Education: "Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce."

Note that the Commission did not mention our natural resources, but human intelligence as the prime source of future wealth and power.

Look at Japan for evidence that learning and skilled intelligence bring wealth, power, and influence in the world. They are a bright, intelligent, highly motivated people.

Don't look to Japan for the most petroleum, coal, iron ore, timber, minerals, etc. Look to Japan for skilled intelligence and a deep and abiding will to be productive.

In August of 1981 I appointed an 18 member panel of distinguished educators, scientists, and leaders to conduct a searching study of education in this nation --- to study the strengths and weakness of our nation's schools and colleges --- to report back to me and the American people on the condition of education.

We were all stunned by the shocking deficiencies and somewhat strident tone of the report, but the Commission members agreed unamimously in their findings. The members came from both sides of the political aisle, from all levels of education, and they were broadly representative of the American people.

Let me quote six hard-hitting phrases and sentences from the Commission report:

1. "Our Nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world."

2. "The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. ...others are matching and surpassing our educational attainments ...we have allowed this to happen to ourselves."

3. "If only to keep and improve on the slim competitive edge we still retain in the world markets we must dedicate ourselves to the reform of our educational system for the benefit of all --- old and young alike...."

4. "Learning is the indispensable investment required for success in the "information age" we are entering."

5. "History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civilizations.

   The world is indeed one global village. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and market, not only with products but with also the ideas of our laboratories and neighborhood workshops.

   America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer."

6. "What lies behind this national sense of frustration can be described as both a dimming of personal expectation and a fear of losing a shared vision for America."

Excellence in education is a fragile thing. It takes years to build and only a brief period of neglect to destroy. Those responsible for education in this rich and proud state must know that the future belongs to the intelligent. ...Education is to State government what national defense is to Federal government. It is its first priority.

The best message I have ever read to parents is found in the commission report:

> "You know that you cannot confidently launch your children into today's world unless they are of strong character and well educated in the use of language, science, and mathematics. They must possess a deep respect for intelligence, achievement, learning, and the skills needed to use them; for setting goals; and for disciplined work. That respect must be accompanied by an intolerance for the shoddy and second-rate masquerading as "good enough."

You have the right to demand for your children the best our schools and colleges can provide. Your vigilance and your refusal to be satisfied with less than the best are the imperatiave first step. But your right to a proper education for your children carries a double responsibility. As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you.

You must be a living example of what you expect your children to honor and emulate. ...you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says "let it slide."

Monitor your child's study; encourage good study habits; encourage your child to take more demanding rather than less demanding courses.

Nuture your child's curiosity, creativity, and confidence; and be an active participant in the work of the schools. Above all, exhibit a commitment to continued learning in your own life.

Finally, help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment. Children look to their parents and teachers as models of such virtures.

Students also received a message in this report. Think about your own commitment to learning as I share these thoughts with you.

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return.

Even with your parents' best example and your teachers' best efforts, in the end it is your work that determines how much and how well you learn. When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust upon you by others.

Take hold of your life, apply your gifts and talents, work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity."

(Moscow, Idaho - May 14, 1983)

EXCELLENCE COMMISSION REPORT

...There seems to be a growing consensus all across America that it was the right report; at the right time; written by the right people - a Bi-partisan Commission determined to reverse our educational systems' quarter century slide into mediocrity and eventual second or third class status for our beloved country.

The Commission on Excellence...has made some observations on the state of American education that affect our nation's - and your future. You may have heard a lot about the report...still I think it might be useful to mention again some of the highlights of the report on excellence.

- Our Nation is at Risk
- "The educational fundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."
- "We have, in effect, have been committing an act of unthinking, unilateral "Educational Disarmament."
- "Learning is the indispensable investment required for success in the "Information Age" we are entering."
- "All regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and speech to the utmost."
- "For the first time in the history of our country, the educationl skills of one generation will not surpass, will not equal, will not even approach those of their parents."

T.H.Bell - U.S. Secretary of Education
New Orleans, Louisiana
May 15, 1983

EXECELLENCE COMMISSION(School Board Responsibility)

I note that this is the 15th annual convention of AASA. I was thinking of my early years as a superintendent of schools, and about my attendance at annual conventions in February in Atlantic City. AASA has made an impact on many of us, as it has also made it possible to share ideas and solutions to problems.

I met with two small groups of superintendents last night. Schools are great! I am proud to be a colleague of yours.

...My current job has made it possible for me to get across the country and see the best. And there's much to be proud of, from studies of your own practical experience I want to build my talk around these three needs:

1. A school board policy framework.

2. Improvement of the quality of leadership of school principals, and

3. Enhance the teaching profesion. (Master Teacher)

1.An effective and widely acknowledged set of school board policies that set the framework for excellence is missing in many school board policy manuals today.

We recently completed a nationwide survey of what school board policies had to say about this quest for quality. What we found has convinced me that this quest must start with your school boards. Little is found in written policy. Now I know that school boards care about excellence, but more needs to be written -- and written in the policy manual to give governing board support to superintendents, principals and teachers in their quest for quality.

To my mind, the first responsibility of a school board is to express itself about high standards, maximum effort, incentives and recognitions, required courses, parental commitment and support, and all the other factors that we know are indispensable to the attainment of the highest levels of excellence. Superintendents should persuade their boards to express this commitment in policy form so that students, parents, and teachers know where the board stands. This will give the superintendent the backing needed to implement the policy.

There is no governing body in all of American society that is of more critical importance to the future of the Nation than the local school board. All else comes back to the board and its policies and its support of excellence in education. Foremost among the policies and directives of the board must be rules and procedures that will enhance in teaching and learning.

Let's have parents and students who point with pride to the school board's standards and their ability to meet and exceed them, and we will then have a system that knows that there is a real and lasting commitment to excellence.

Board policy should have something to say about: testing and evaluation, grades and academic rigor, protection of time on task from too many interruptions, required courses that reflect the need for competence in math, science, foreign language, high levels of literacy, and provisions for recognitions, honors, awards, and acknowledgement of attainments of distinction on the part of students and teachers.

The most conspicious thing about our study of school board policies was almost a total absence of any rule-making that would suport and strengthen administration and faculty in this quest for quality. I have been a bit critical of school boards because of this.

What is more, I have seen several situations where superintendents have stood up for enforcement of high standards only to have the board "cut the ground" out from under them. I do not imply by this remark that most boards do not support their superintendents because they do. Also, I know that school boards are conscientious and very concerned about quality education. But this commitment needs to appear in written policy.

In any major effort to attain excellence in our schools, I would urge that we begin with the board's policy manual. Get it in writing as a first step. Then the board has made a firm commitment.

The second guideline I would relates to the principals in the system. Our research arm -- the national institute of education -- has found in its very extensive study of effective schools that the school principal is an essential key to excellence. The superintendent must talk about the board's standard and about his or her concern that the school system provide a challenging and rigorous program of instruction. This should be the central part of every meeting the superintendent has with the principals.

...There should be a systematic program of in-service teaching for principals. What do effective principals do? The studies on effective schools are filled with examples of leadership behavior that lead teachers and students to outstanding accomplishment. The superintendent and central office staff should know what they expect from principals, and they should provide the direction and create the conditions that will lead and inspire the principal to constantly be on the trail of his quest for quality.

The NIE sponsored study of effective schools and the soon to be released report of the National Commission on Education still corroborate these five concepts that many of you know well.

Effective schools require regular and reasonably frequent exams to measure student performance. This requires diligence on the part of the:

Effective schools have teachers that almost unanimously relieve that their students have great potential for learning. The principal must help to instill this belief in the faculty. He or she must believe it and teach it.

Effective school emphasive academic accomplishment as the first and formost priority, and all the faculty believe and support this as number one. This calls for leadership from the principal.

Effective schools require a school climate conducive to learning; that is a safe and orderly school relatively free of discipline and vandalism problems. We all know that this cannot happen without the principal.

Effective schools require strong administrative leadership by the school principal, especially in regard to instructional matters.

From all of this discussion on effective schools, you can see that they are simple, straightforward concepts that we all accept and recognize as common sense. But the key is the principal. If this important leader is constantly working with faculty and student, with these principles as guidelines, the benefits will come to students who come to that school to learn.

This critical question, just look at what motivates all of us--what makes us feel recognized and appreciated and adequately suported?

Nearly everyone is aware of the critical link between high quality teaching and excellence in learning. We all know that we have failed to attract enough bright and talented people into the teaching profession because most other professions and many of the skilled trades pay better.

In brief, the teaching profession leaves much to be desired in terms of th opportunities it offers individuals to perform with distinction and to be rewarded accordingly. At the same time, nearly everyone agrees that teaching is one of the most important endeavors in our society. We desperately need to establish the teaching profession as a prestigous calling--where young people can move through a series of steps to command the salary and recognition that gifted and talented individuals can be expected to seek.

As I see it, the fundamental problem with the current condition of the teaching profession is that we have failed to weave into the fabric of our teacher personnel practices the essential elements of a system that would give talented and ambitious academic professionals a sense of fulfillment and accomplishment.

In our free enterprise system, the market place and competition are essential. In this arena, we ned to equip the teaching profession with th potential to meet the competition.

We have successfully established a system of academic of rank in our colleges that is universally accepted. What is more, in academe we have found it both necessary and desirable to go beyond this point -- endowing chairs and distinguished professorships on many compuses. The reason that moved our colleges and universities in this direction is now apparent for elementary and secondary schools.

Although the system is not perfect (we can all think of a few full professors and wonder how they made it), peer review and careful appraisal of candidates for promotion seem to work in higher education. The reason a reason professors accept the system is because the decisions are placed right on the shoulders of the department faculty. When unfair and unwarranted promotion are granted it is known and the system corrects itself.

We have firmly established career ladder steps that offer recognition and distinction to the many college scholar-teachers who have no desire -- and no need -- to switch from the classroom to a more rewarding school administrative position, or to the private sector.

Now, let's compare this higher education ladder to the system in our elementary and secondary schools where we still have a single salary schedule with no pay differential except for years of experience and college credit hours.

I know from my personal experience, with some years spent working in both higher education and the public schools, that the tasks of college professors and school teachers differ. I do not suggest that we apply the identical system of college rank to our elementary and high schools. But I do say that the present system for recognizing and rewarding our teachers is lacking in imagination and creative application, and we can learn from the higher education concept.

I have proposed -- on two occasions that we establish in American society a new position of master teacher. That new position should be an estemed and sought-after distinction among teachers. It should provide a step clearly beyond the ranks of beginning teacher and regular teacher, and it should command a salary that recognizes that a outstanding teacher is of great worth.

I know that there are obstacles to any departure from the single salary schedule that has been negotiated with teacher associations and unions. But a change is long past due. Only if we depart from the status quo can we build a truly great teaching profession.

We will simply continue to hear valid complaints about the quality of our education system if we donot take some steps now to make the teaching profession more attractive to talented young men and women, not only as a starting job opportunity but as a career.

Nothing we do in America is more important than the education of our youth, and teacher quality is an essential ingredient for that process. As we look to the future and the competition we will be facing in a changing and fiercely competitive world, we must realize that our youth deserve to be taught by that best minds we can attract.

You school leaders know this, and no one needs to tell you that quality learning requires first rate teachers.

And I do not imply that schools are bad and you are not doing a good job when I say that we need to add another dimension to our salary structure. I believe, on the contrary, that this nation's schools are now moving in the right direction. The public recognizes the value of education and the crucial need for distinguished teachers.

In the years ahead, state legislators, governors, school boards, administrators, and teacher organizations must direct more intensive attention to building a stronger teaching profession. There must appear in the laws, in the school finance formulas, and in the school board policies across the nation new provisions that will help us to attract and keep the best talent.

We need to make teaching as attractive as law, engineering, and other professions. Of course, steps that we take must involve teachers in the decisions. We must persuade teachers to accept and support some additions to the provisions of the current single salary schedule. And I believe that the steps should be:

a. To establish the position of master teachers.

b. To advance our most distinguished teachers to this new rank, and

c. To steadily build toward a new and higher salary structure.

Basic salary schedule is still a good, foundation to setting TCHR compensation. We need, as I see it, another dimension to make it more complete and complete and competitive.

I hope also that what I am saying about the master teacher concept will trigger more public debate on what we can do to enhance the teaching profession generally. We must become a nation of learners. To achieve that goal, we need teachers to match and to challenge the minds of our students. With changes in our teacher recognition and advancement system, we will can help to make sure that our children share in some of the glory of the American experience. And let me say again as I leave this topic that superintendents, principals, teachers, and school boards are struggling every day to help children share in this glory. We ought not take away from this credit when we say that because we are not in a period of transition that there are some changes that must be made. You will hear more about this and other needs identified by our National Commission on Excellence when they report to you, your colleagues, and the American people on the conditions of education at the White House early in April.

Well oversimplistic and self-evident as they are, these are my three guidelines to attaining excellence in our schools. School board policies should set the policy framework. Principals must be taught and inspired to greater heights of leadership in every school in America. Our schools have difficulty exceeding the principal's aspirations and leadership potential, and we need, most desperately, to build a great teaching profession through raising the recognition and compensation levels. Just lift the potential and we will attract the talent we need and retain the talent we must hold.

Much of this must come from you superintendents of schools -- what an enormous, frustrating and essential job you have!

As most of you know, I appointed in August of 1981 the National Commission on Excellence in Education. This blue-ribbon panel will report to you, to the educators of the nation, and to the American people the early part of April. The Commission's report will give an appriasal of education to the nation and make recommendations for all of us to consider.

...I want to express a few more thoughts about school administration in this fantastic frustrating, and almost fearful year, 1983. Your lives as school administrators are filled with splendid misery. Paradoxical as this statement sounds, it is true. If you want to live -- with praise and criticism -- with security and insecurity -- with certainty and uncertainty -- with prestige and ridicule -- just try a few years of school administration!

...Today, as our nation passes through this great transition -- this manificently awesome economic transofrmation -- our schools are receiving criticism in great abundance. This is truly at a time of uncertainty. Where will these next few years take us?

We know that there will be stressful times because change of the magnititude we are experiencing is stressful. We have met the challenge many times over the years because we have had dedicated leadership from our school administrators. And you will provide that leadership again at this critical time.

And we must make our adaptations and adjustments to these changes. The computer, and the silicon chip with its awesome information storage and retrieval capacity, will bring bookless schools, paperless newspapers, and artifical intelligence into our lives.

Small teaching computers the size of today's pocket calculators--selling at less than $10 each -- will soon be available to students. A student will buy for $9.95 a billfold size computer filled with a biology, physics or chemistry course. Thes tutoring machines will obviously have a great impact on education.

To be successful as an educational leader in the years ahead, you will be required to learn to cope with change that will literally revolutionalize much of the curriculum as it now exits in this textbook, paper and pencil world of learning.

In all of the transition from smokestack to high tech industries, we are recognizing the value of learning and the need for our entire nation to become a nation of learners. The President recognized this in his State of the Union message when he called for a "revitalization of American education by setting standards of excellence."

With all of our budget pressures, the President this year kept our levels of support in our major Federal aid to education programs up to a par with the previous year. With all our budget pressures, we set priority for a new program to improve mathematics and science.

In all my lifetime, I have never worked with a school administrator who did not care and worry and try to the upmost to be an effective leader. There no doubt are some. I just did not meet them. Now, I have seen a few incompetents from time to time. But for the most part, this Nation is blessed with dedicated, professional administrators.

I salute you for what you are so earnestly want for the youth of America. May you never give up the sacred trust that is yours for it is a sacred trust and there is no house more sacred in the minds of many of us than a school house.

I sense deeply my responsibility and -- like you -- I want to offer the best service and leadership that I can.

T.H. Bell- U.S. Secretary of Education
One Hundred And Fifteenth Annual Convention
of American Association of School Administrators
Convention Hall, Atlantic City
February 25, 1983

FUTURE HOMEMAKERS OF AMERICA FOUNDATION

I believe that the FFA Foundation is an example of the forsight and creativity that has made our American education system grow and that will sustain it in the future.

I applaud FFA for 40 years of relying on its membership dues for more than 80% of its total memberships support services and for its expansion. You have done a magnificant job with these funds to provide hundreds of thousands of students with leadership and value development programs and homemaking training.

But, as we all know, you can't keep something this good from growing--and growing is what FHA has done. You now have about 400,000 members of the future homemakers of America. You have recognized the need for more programs specifically designed to help students meet the new challenges that face them as young adults and those that will face them in the future as homemakers and contributors to Amrican society.

...Programs like this require money. That is the purpose for the FHA foundation. Private sector support is vital to FHA for the funding of future national projects.

It was this emphasis on private sector support, which is an administration priority, that kindled my interest in helping to bring together this outstanding group of citizens to organize the FHA foundation.

For the national and international survival of our society, we must have youth who are trained in leadership, taught the values our country was founded upon and taught the value of the family and it's importance.

Future homemakers of America offers our students these things. FHA and other outstanding organizations for our youth have a huge role in the preparation of today's student to take on the responsibility of running tommorrows world.

FHA, operating directly in public and private high schools has, as it's focus, the preservation and enhancement of the family unit. As I see it, and as history has proven, this focus is crucial to the survival of a society.

The home and family are the backbone of our society. The cracking and crumbling of the family unit in a society will lead to its downfall.

As Americans we must work to preserve our way of life. We cannot take our freedom and our heritage for granted. While we hustle and bustle with our business, trade, science, energy and all those things that keep our world functioning, let us not forget the origin and support system for all that--the home and the family.

T.H. Bell- U.S. Secretary of Education
Future Homemakers of America Foundation
Reston, Virginia
January 6, 1983

HANDICAPPED

During the post-war decades we in America began to construct a vision of a more open society, a society where tolerance of others and the rights of individuals would be the primary values. Gradually parents of handicapped children began to incorporate these newly articulated ideas of an open, tolerant and just society into their visions of their children's future. In 1975, with the passage of the Education for All Handicapped Children Act, some of these visions became a reality for thousands and thousands of children, and their parents and loved ones.

We convened a future direction conference in Washington...to discuss pressing issues in special education.

I want to...describe some of the more frequently identified issues, issues which are before us now and are urgently in need of creative solutions by the educational community.

The participants agreed that the single most serious problem facing Special Education was its relationship to regular education. Most of the participants agreed that this division between regular and special education resulted in the establishment of a twilight zone of sorts, containing large numbers of children who were not clearly members of either service category.

As you know the federal government, and particularly the Congress, has demonstrated a continuing interest in the preparation of personnel in the area of Special Education. During the late 1950s and early 1960s, the Congress initiated legislation to support training programs for educators of deaf and mentally handicapped children. These early efforts have subsequently been expanded to include related service personnel, regular educators, paraprofessionals, volunteers and parents.

In part, this expansion of programs at the Federal level was in response to the demand for services for an expanding array of children who were identified as handicapped.

Certainly, one of the major problems that will confront Special Education in the next decade is the emerging controversy over the sorting out of responsibilities among remedial, regular, and Special Education. It is as you well know, a very complicated area.

It seems to me as the General Accounting Office Report and the Colorado study suggest, we need to carefully re-assess the children served in Special Education categories in order to determine if some would be more appropriately served in regular education remedial programs.

Several problems have resulted from this generous interpretation of handicapped. For one, and predominately at the Federal level, an increasing proportion of the service dollars allocated for handicapped learners and being directed toward the mildly handicapped, while the more expensive-to-serve populations - the severely handicapped - are receiving a relatively smaller proportion of dollars.

...this policy seriously confounds the concept of impairment with a range of other causative factors. Our current service system has been constructed to serve children whose educational problems are a direct result of a handicapping condition - the unstated assumption being that the handicap is a result of an impairment - not lack of motivation, or school failure, or social problems.

Finally, it presents the problem of how best to resolve the current dilemma. Several possibilities exist. For one, we could begin to negotiate a return to regular education of all but the most severely handicapped children. For another, we could accept the current situation and begin to broaden our concept of a handicap in order to include those children with ambiguous presenting problems. Or, as a third, we could move to establish a third service category - a middle ground of sorts - which would include the large remedial or special needs populations, reserving Special Education for the severly to moderately handicapped children and regular education for those children who evidence no educational problems.

A second problem identified by the participants was the plight of the secondary special education student.

Because of the lack of specialized placements, many students are returned to the regular secondary curriculum, others are placed in "modified" classes, and some are enrolled in vocational settings.

As a result of a variety of inappropriate settings, many of these students are lost in the system and, in increasing numbers as age permits, they drop out of school to work, join the Army, enroll in trade schools, or join the ranks of the unemployed.

I do not want to leave you today with the feeling that the Special Education field is faced with nothing but problems. Without question, we have made substantial progress in the field of Special Education, and we should be justifiably proud of our successes.

Prior to 1970, the concepts of written individualized education programs (IEP) and least restrictive environment were only found in textbooks and journal articles. Today, according to the information available to us, 99% of the handicapped children served have IEP's and some 68% of these children are provided services in regular classrooms.

We are no longer faced with large numbers of children who are unserved, nor are there substantial numbers of children who are underserved. Indeed, one of the problems we face is overrepresentation in some categories, predominately in the area of learning disabilities.

Whether we desire additional successes or fewer problems, our efforts will demand a cooperative spirit and a carefully measured interaction of several roles.

What we need at the outset, to establish the direction and to energize our efforts, is a vision of the future that is sufficiently bold and presented with such force, that its end product will justify the extravagant demands of personal effort and sacrifice required for attainment.

Fortunately, there is not a need for an enormous number of visionaries, for these individuals of vision are few, and they must be sought out, cultivated and, most importantly, not pressed beyond their capacity. Visionaries are unique, for their purpose is to design the future, not to translate it into a functional reality.

Secretary's Speech at the Pentagon, March 16, 1983
T.H.Bell- U.S. Secretary of Education

MASTER TEACHER

We are all aware of the critical importance of high quality teaching to the attainment of excellence in learning. We all know that we are not attracting the desired large numbers of bright and talented teachers into the teaching profession. Most of the other professions and many of the skilled trades pay more than teaching. This has been our problem for years.

Regardless of how you look at it, the profession of teaching leaves much to be desired from the viewpoint of its potential to offer opportunities to perform with distinction and be rewarded for truly outstanding accomplishments.

Everyone agrees that teaching is one of the most important endeavors in our society. Hardly anyone that I know disputes the fact that there ought to be more economic potential in the teaching profession.

We desperately need to establish the teaching profession as a prestigious and esteemed calling where promising young people can readily realize an opportunity to move up through a series of recognitions and promotions to command the salary and esteem that more gifted and talented individuals would pursue.

...The fundamental problem with the current condition of the teaching profession is that we have failed to weave into the fabric of our teacher personnel practices the essential elements of a system that would:

1. Provide a trial period for new inductees into the profession as beginning teachers.

2. Provide for comprehensive review and approval of beginning teachers before they join the ranks of our regularly established teachers.

3. Provide an opportunity for the most outstanding teachers to earn a new distinction beyond the level of the regular teaching ranks.

It seems to me that we have succeeded in doing this on our college and university campuses. We have established a system of academic rank in academe, and it is universally accepted. What is more, in academe we have found it both necessary and desirable to go beyond this point. We have endowed chairs and distinguished professorships on many campuses. This has grown out of a desire to add even more prestige and show even more esteem for our very distinguished scholars on our college and university campuses.

Although the system is not perfect (we can all think of a few full professors and wonder how they made it), it has been accepted. The method of peer review and careful appraisal of candidates for promotion in academic rank seems to work in higher education. Out of all of this, we do indeed have some career ladder steps that offer recognition and distinction to those who enjoy the life of the college scholar-teacher and will have no desire to seek an administrative position in higher education.

...Compare this with the existing system in our elementary and secondary schools. We have a single salary schedule with no salary differential except for years of experience and college credit hours. We have no system in our personnel practices that offer encouragement and opportunity to be recognized as an outstanding professional worthy of distinction in both salary and position.

I do not suggest that we apply the system of academic rank and distinguished professorships and endowed chairs to our high schools and elementary schools. But I do suggest that we have been lacking in imagination and creative application in establishing the system that we now have for recognizing and rewarding our teachers.

We need to establish in American society a new position of Master Teacher. That new position should be a much-esteemed and sought-after distinction among teachers. It should provide a step beyond the ranks of beginning teacher and regular teacher, and it should command a salary that is commensurate with other salaries that recognize accomplishment that is of great worth to American society.

...There are obstacles to any departure from the single salary schedule that has been negotiatied with teacher associations and unions. But the time is long past due for a change. We cannot continue with the status quo and build a truly great teaching profession.

In the years ahead, we will continue to hear complaints about the quality of our schools and of our teachers if we do not beging to take some steps now to enhance the teaching profession and make it more attractive to the many talented young men and women whom we will need in just a few short years.

There is nothing we do in America that is more important than teaching. And as we look to the future and the competition we will be facing in a changing and fiercely competitive world, we simply must realize that our youth deserve to be taught by the very best minds we can attract to our schools. Anyone who thinks that this can be done with the existing system is not facing reality.

...Our State legislatures, our governors, our school boards, and administrators and our teacher organizations must take steps to build a truly great teaching profession. There must appear in the laws, in the school finance formulas, and in the school board policies across the nation new provisions that will help us to attract and keep the very best talent available.

This is one of the most urgent problems we face in American education today. We must take action as soon as possible so that our teachers can look forward to a higher potential and to more opportunities to attain fulfillment and satisfaction and economic success in teaching.

We need to make teaching as attractive as law, engineering, and other professions. Any steps that we take must be actions that involve teachers in the decisions.

We must persuade teachers to accept and support some additions to the provisions of the current highly prevalent single salary schedule. And I believe that a highly promising first step would be to establish the position of Master Teacher--to advance to this new rank our most distinguished teachers, and to steadily build a very large step in the salary structure to provide a very competitive and attractive salary.

The matter of providing a higher salary potential and more prestige for teaching needs to receive more nationwide attention than it is getting. It is my hope that what I have been saying about the Master Teacher concept would at least trigger more public debate on what we should do to build a teaching profession to meet the needs of an increasingly complex society where learning is essential to our future.

Our nation must become a nation of learners. And to attain our learning need we need the highest quality of teaching. We cannot reach the levels we must reach without some changes in our existing teacher recognition and advancement system.

Press Briefing - 1/11/83
T.H. Bell - U.S. Secretary of Education

Nearly everyone is aware of the critical link between high quality teaching and excellence in learning. We all know that we have failed to attract enough bright and talented people into the teaching profession because most other professions and many of the skilled trades pay better.

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T.H. Bell - U.S. Secretary of Education

One Hundred And Fifteenth Annual Convention of
American Association of School Administrators
Convention Hall, Atlantic City
February 25, 1983

I have chosen as the title of my address: Toward Reform and Revitaliztion of the Teaching Profession. Indeed, the most significant and the most vital of all the professions is facing an imminent disaster if we do not take aggressive actions to change the path down which it is now moving. Here are the facts -- unpleasant as they are; we must recognize them and then we must take the necessary actions to change course:

1. Most of the college students now studying to enter the teaching profession (there are some exceptions) come from the botton quarter of those taking the college entrance examinations (SAT) and (ACT).

2. Schools and colleges of Education are held in very low esteem on most campuses. Many of the major research universities adopt an understandable policy of starving mediocrity and feeding excellence. Since schools of education are viewed by faculty senates and university administrators as lacking in distinction, they are being pinched and starved.

   The education of tomorrow's teachers is not a high priority on the campuses of our most distinguished universities and colleges. Indeed, on two of our greatest public university campuses, under enormous budget pressures, the University of Michigan at Ann Arbor and the University of California at Berkeley have had under serious consideration the closing of their schools of education.

3. Many of the best teachers are leaving the profession for more promising work elsewhere. This has been highlighted with respect to math and science teachers during congressional hearings on new legislation to strengthen these fields. But the teacher brain drain is much more pervasive. We do not have compete data on the extent of this loss, but we know that it could develop into a major catastrophe.

4. Taxpayers vote for "propositon 13-type" curbs on school finances. They object to paying more for mediocre education. Schools cannot reach the levels of excellence demanded by the public without intelligent, talented, literate, motivated, enthusiastic, and well educated teachers.

5. Many teachers' unions and education associations want equal treatment of their members. The taxpayer insists that all teachers are not equal and should not receive equal compensation for their services. Equality of unequals is the source of discontent coming from inside the teaching ranks. There is no need to work hard and perform with distinction if the financial recognition is inevitably the same.

6. Viewed from the eyes of an ambitious, capable, young man or woman teaching is a dead end job. Teaching as a profession is not often the choice of the highly motivated. The usual aspirations for the "good life" include some hope for a comfortable home, new automobile, and sufficient funds for health, education and recreation of spouse and children.

    Most of us are willing to put out our highest effort -- to work long hours and perform to the outer limits of our ability - if those rewards are there. But the plain truth is that they are not there for those who choose teaching. Consequently, the talented and highly motivated choose other, more financially rewarding endeavors.

    Motivation has always been the key to success in education. We have failed to recognize this in our teacher personnel policies. We lack the recognition and reward system found in other professions.

    There are no "promotions" now in teaching, just personal satisfaction in seeing our students learn. This is, in itself, a reward of course. But it begins to wear awfully thin after some years on the job in an educational system of dreadful sameness where we treat all teachers the same regardless of how hard they work, how many hours they work, and how successful they are in attaining results.

    All teachers with the same years of experience and the same numbers of college credits earned receive the same salary in nearly all of the 16,000 school districts of the United States.

    In this country we value free enterprise, increased rewards for individual efforts. And our proudest boast is that in America there is "unlimited opportunity" for those who will take risks and work very hard. These promises and ideas we hold up like an ensign for all to admire. But little, if any consideration was given to these vital factors as we established our very stagnant system of recruiting, educating inducting, promoting, and rewarding this nation's teachers.

Because of these six undeniably dreary facts, the American teaching profession is very, very sick today, and it will take a long period of intensive care to bring it back to health. We have all read about the report of the National Commission on Excellence in Education. We have heard about the "rising tide of mediocrity".

We know that there are many things to be done if we are going to create the conditions needed to attain excellence in our schools. The Commission's recommendations extend far beyond those that were made concerning teaching and teachers.

But we must all understand that our aspirations for an excellent school for every elementary and secondary student in America will never - I mean never - be realized until we renew and revitalize the teaching profession.

We are simply and sadly failing to attract our fair share of the nation's top talent into teaching. With only a few exceptions, our most promising potential teachers are choosing business, law, engineering, accounting, computer science, architecture, medicine -- anything but teaching. Then, when we have the good fortune to attract a few - very few - gifted and talented young men and women, they end up leaving us in disillusionment because of how they are paid and how they are treated in the school systems of America.

In all the recent attention given to education since our Commission's report was released, I have not talked to anyone who has not agreed that the key to any measure of future success is contingent upon attracting into and holding more capable students in the teaching profession.

Following are my recommendations for rebuilding the teaching profession in America:

1. The colleges and universities must give a higher priority on their campuses to teacher education. If this is not the foremost responsibility of a university, it is certainly one of its most significant duties. Teacher education must be a university-wide effort. No beginning teacher should leave the university without being well educated in the liberal arts and humanities as well as in the specific field in which the new teachers will be teaching.

   There must be much more academic rigor in the curriculum. The result must be highly literate, very knowledgeable, and highly motivated teachers who know their subject matter in depth. Teachers must be scholars first and pedagogues second. For too long, genuinely disciplined scholarly accomplishment has been sacrificed on the altar of pedagogy. Of course teachers need to know how to teach. And they should have an understanding of the scope and sequence of the school curriculum, and teachers should intern or practice teach under a Master Teacher, etc. etc.

First, we must produce a true scholar who has acquired mastery of the English language, who is literate, articulate, and well grounded in the liberal arts. To sacrifice this mastery of substance in order to make room for pedagogy is to produce a teacher with all the teaching techniques -- a rich bag of tricks, if you please -- and little scholarly substance.

The purpose of teaching is to produce scholars and learned individuals who are familar with the intellectual heritage of our nation and civilization. To produce a truly educated citizen you must be one yourself. And if the teacher is to transmit that love of learning and enthusiasm for books and ideas, he or she must by definition have acquired a mastery of the subject matter. Simply learning how to teach without mastering what to teach will perpetuate mediocrity into the next century.

Do not be deceived about the seriousness of higher education's neglect of teacher education. Just get the facts about teacher minimum competency exams. In many universities, grade point averages in the college of education are significantly higher than in other colleges (engineering, business, liberal arts) even though the SAT and ACT scores are significantly lower. But these high grade point averages in our schools of education certainly do not reflect the high scholarly accomplishment we seek and desperately need. The problem of quality in teacher education has reached a point where 17 of the States now require an examination to screen, of all things, for minimum teacher academic competence, when in reality we should be testing for maximum competency or mastery of a field or subject matter as in the other professions.

We need a vastly improved teacher education network all across the nation. Higher education must help us at the wellspring or all else will surely fail. Thus, I list reform and revitalization of teacher education as the first step in turning back the tide of mediocrity.

2. We must aggresively recruit more academically talented students to choose teaching as their life's work. This will require the best effort from all of us.

   A good first step will be to build some attractive incentives into our college student aid programs where we offer student loans, grants, and work study programs to help our youth defray their college expenses.

I have no specific proposals on this, but I want you to know that we are looking at it. We should solicit the help of our business and corporate sector. They can assist with scholarships and other awards. Also, civic clubs, chambers of commerce, and others will be helpful if we actively seek their assistance.

Our high schools and colleges should also establish Future Teachers of America clubs to help in recruitment of outstanding students. Each State and every school district should consider this matter of recruitment. Until we attain larger numbers of able students choosing teaching as their profession, we will not be able to set realistic admission standards to screen out those whose academic records tell us they ought not be in teaching.

3. As we have been saying many times, we must enhance the current system with a Master Teacher program. Until we do this, we will continue to lose our best talent after a few years in teaching and we will fail to compete effectively in the human talent marketplace. Please note that I used the term, Master Teacher and not merit pay. This is a deliberate distinction on my part. the difference may be a matter of semantics to you, but it is not to many teachers.

   We face obstacles in striving to pay teachers what they are worth. The biggest problem is the objection of the union or education association itself. I want to spend the remainder of my time on this Master Teacher issue. There is much misinformation on this issue and what we had in mind when we first proposed it two years ago.

For the record, I would like to emphasize that I first started talking about the Master Teacher concept back in 1981 when I first took this job. In all of my rhetoric on this subject, I have failed to effectively distinguish between the Master Teacher concept which I regard as a different approach than the old fashioned merit pay concept.

Admittedly, the latter will be both administratively and politically difficult to attain while the former is relatively easy to administer and is eminently more attainable from the political perspective. There is a good chance that teachers can be persuaded to support a Master Teacher program, whereas the chances are remote that they will accept merit pay.

Since I have been using the two terms somewhat interchangeably, I will define them:

1. Merit pay is system of compensating teachers on the basis of objective measurement of performance with school principals carrying the major responsibility for "merit rating" the teachers.

2. A Master Teacher program is a system of establishing in our elementary and secondary schools the equivalent of academic rank which is now universally established in higher education, with emphasis on peer evaluation and recommendations for advancement.

Both systems evaluate teacher performance and both attempt to reward outstanding teachers with additional salary. The Master Teacher program offers a promotion and a new title in addition to the salary enhancement.

The administrative problems of measuring and objectively quantifying teacher performance in a system of evaluation where some numberical score is calculated are much more complex than a peer review sysem.

In the Master Teacher program, we create another postion with a new title and new career structure. We pattern our approach after the higher education academic rank system. The Master Teacher is to elementary and secondary education what the full professor is to higher education. (The equivalent to the assistant professor is the beginner teaching with an initial two, three, four or five years of experience. The equivalent to the associate professor is the regular teacher who has completed the usual probationary period and has acquired the necessary academic credits.)

How do we select those to be advanced in rank to the position of Master Teacher? Let's look at higher education to see what we can learn. The first thing we note is that the system works. Indeed, it is hard to find a college or university without an academic rank system.

The faculty has a major role in the decision making process that selects the new full professor when there is a vacany. This is known as peer review. A panel of peers, with some involvement of administration, reviews the files of all candidates in a given department. They discuss the qualifications, past performance and distinctive contributions to excellence of each of the candidates who have applied for advancement in rank. Using criteria that has been established, and applying the best disciplined professional judgment that can be brought to the discussion table, the peer review panel makes its recommendation to the administration and through the administration to the governing board.

The system is not perfect, but it works. It has these advantages:.

1. It is difficult to play favorites and politics when a panel is used. One biased individual is offset by others who are more objective.
2. Academic rank holds out promise for advancement over time to those who distinguish themselves with hard work, true scholarly accomplishment, and outstanding performance.
3. The faculty feels a part of the process, and it regards academic rank as less demeaning and more democratic than merit rating.
4. An outstanding teacher can look forward to remaining a teacher without having to - as under our present system - move into administration.

In each State in the U.S. the Governor and the legislature have a role to play in the Master Teacher program. In all future increases in appropriations for schools, a portion should be set aside for Master Teacher compensation.

If we are seriously trying to make teaching a profession that attracts and holds the best talent, there should be no across the board salary increases for teachers based upon a single salary schedule that recognizes only years of experience and college credits earned. The single salary schedule is possibly a good base from which to begin but it will not do what must be done to build a truly great teaching profession.

Our elected officials must help us to solve the teacher problem in America. It can begin with our Governors. The Governor, in his or her budget message and in legislative proposals, should build into the school finance structure special incentives to school districts for Master Teacher programs. This special fund will help those who sit at the bargaining table because all the money would not be available simply for across the board raises to all teachers.

We all know that we need a solid, reasonably competitive entry level salary for beginning teachers. In some cities garbage workers, policemen, and firemen have higher entry level salaries. We must pay all our teachers more fairly and competitively. But we should begin now to construct the Master Teacher program.

PRAYER

Let me...say to you how much this administration - and the Department - appreciates your assistance on the important issues of school prayer, and the restoration of traditional American values. We also commend you for your support for our general thrust of returning the control of Public Education back to the State and local communities and To The Parents where it has traditionally belonged.

You are aware - more than most Americans I'm sure, that President Reagan issued Proclamation #5018 on February 3 declaring 1983 as the "Year of The Bible"; the President said:

> "Of the many influences that have shaped the United States of America into a distinctive nation and people, none may be said to be more fundamental and enduring than the Bible.
>
> Deep religious beliefs stemming from the old and new testaments of the Bible inspired many of the early settlers of our country, providing them with the strength, character, convictions, and faith necessary to withstand great hardship and danger in this new and rugged land. These shared beliefs helped forge a sense of common purpose among the widely dispersed colonies -- a sense of community which laid the foundation for the spirit of nationhood that was to develop in later decades".

You also probably know that America publishes more Bibles than any other people on earth. The current Volume of Books In Print has 55 pages of LISTINGS on all the Bible-related entries. In comparison it has only 14 pages are devoted to Sex and 15 pages to Food.

It is fitting that 1983 is the "Year Of The Bible". While the word America does not appear in the Bible, the Bible has been associated with, indeed is a key to the entire history of our country.

Governor John Winthrop aboard the Arbella in 1630 on the way to the Mass. Bay colony wrote "The Lord will be our God and delight to dwell among us, as his own people, and command a blessing upon us in all our ways".

President Reagan has frequently stated a similar thought concerning God's great providence:

> "I have always believed that the anointed land was set apart in an uncommon way, that a divine plan placed this great continent here between the oceans to be found by people from every corner of the earth who had a special love of faith and freedom".

Now just what kind of nation did our founding fathers create?

- One that places "In God We Trust" on our currency
- One that has written into the Constitution's first amendment two bed rock provisions
- Forbade the Federal establishment of religion
- Guaranteed the free excercise of religion
- One greatly influenced by the Judeo-Christian Heritage
- One stressing religious freedom, religious diversity and toleration and
- One emphasizing for the first time in history The Separation Of Church and State
- Let us now consider some related but not too well known facts
- Some puritan leaders of Massachusetts actually suggested making Hebrew the official language
- In 1776 Ben Franklin proposed to the Continental Congress that the great seal of the U.S. be the image of Moses leading the Israelites across the Red Sea.
- Thomas Jefferson also wanted the new nation represented by an Israel led through the wilderness by the Bibical pillar of cloud and fire.

Our founding fathers eventually agreed upon an inscription that says "He favored this undertaking, the NEW ORDER for the Ages".

Part and parcel of this new order for the ages is a religious diversity and a related educational diversity protected by the Constitution of the U.S.

University of Chicago professor Martin E. Marty, in his book Righteous Empire: The Protestant Experience In Ameican maintains that between 1775 and 1800 a historic change took place in the United States: The separation of Church from the State. Marty writes:

> "No single church body was strong enough to prevail in the new United States... only one choice remained...
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> The church had to be cut off legally and fiscally from support by civil authorities, and many in the churches wanted to prevent government from disturbing them. The results was the drawing of what James Madison called a line of separation between the rights of religion and the civil authority." With disestablishment came 'voluntarism'. Men could choose a church or choose no church, and churches were put on a Pay-As-You-Go-Basis of support by their clients and members."

Historians have claimed that this peculiarly American pattern of religious freedom is "The most striking contribution of America to the science of government"

That shrewd observer of American democracy Alexis De Tocqueville (Tok-Vill) concluded in the 1830's that "In America, one of the first and most enlightened nations in the world, the people fulfill with fervor all the outward duties of religious." And Tocqueville wrote in his classic study Democracy In America:

"That unlike France where "The spirit of religion and the spirit of freedom" were always marching in "opposite directions" in America he found "they were intimately united and that they reigned in common over the same country." His explanation for this "peaceful dominion of religon in their country" - and one that nearly everyone Tocqueville talked to in America agreed with, was due "mainly to the separation of church and State"

Most observers of our society would agree that over our first two centuries a cultural, social, and religious pluralism developed in the U.S. that resulted in the creation of a great diversity of competing institutional approaches to all the great issues of life - including one of the most important concerns- education.

It was Aristole who wrote over 2, 000 years ago that "educated men are as much superior to uneducated men as the living are to the dead."

Although only 5 million students attend private schools in the U.S. compared to the 40,000,000 in public schools your very existence serves as a continuing reminder - and a challenge to the public schools to mend their ways and strive for quality and excellence.

Dr. Russell Kirk reminds us that unfortunately "a great many are schooled; very few are educated". Dr. Kirk - and increasing numbers of Americans are worried about the purposelessness and intellectual disorder among students caught in this great decline of educational competence during the last 25 years. Hopefully it is a decline that I feel is over and that we finally are about to enter a great age of educational revival and renewal.

One of the main reasons for this past decline is due to the fact, in Dr. Kirk's analysis that "development of an ethical or philosophical habit of mind is no longer the goal of education. In order to inspire and invigorate moral imagination, wisdom must be joined to virtue."

Private Christian education has the unique opportunity to stress traditional American values, and Christian ideas, and high academic standards in the same classroom with out the necessary and understandable legal qualifications of the tax supported public schools.

In April 1981, the University of Chicago educator and scholar Dr. James Coleman and colleagues published a report card of sorts on how well you were performing your historic responsibilities - and he gave you an "A" for effort and academic quality.

According to his High School Achievement: Public, Catholic And Private Schools Compared, the private schools expect and demand more of their students - and parents - and they get it. Why do private school students perform better? Dr. Coleman reports there are a number of reasons:

- Special emphasis is placed on academically challenging courses - more math, science, English and languages

- Frequent assignment of homework

- Lower rate of absenteesism

- More ORDERLINESS in the learning environment

During the last two exciting years we have seen - despite some initial violent reaction against the Coleman study - a growing consensus that the public schools could indeed benefit from a greater stress on academic subjects, more discipline and more homework.

And we are now witnessing, across a broad spectrum of American Education, a response tht the Christian Science Monitor (February 10, 1983) has labeled "America in the midst of biggest education revival since Sputnik."

Now there was a time during the 18th and 19th centuries in America when many of the administrators and teachers in schools and colleges were also ordained pastors and ministers.

In those distant days, three books or documents shaped the moral philosphy and every day values of our students: The Bible, The Constitution and the McGuffey's ECLECTIC Readers.

Your schools are much freer to experiment with different approaches to excellence and high quality education than are many public schools.

Governor John Winthrop and his fellow puritans on board the Arbella saw themselves as Gods'newly chosen people. We Americans created in this wilderness a "new convenant" with the Lord and established "a city upon a hill." And America became a beacon for all men and women from all the nations of the earth. And the tens of millions who came here and founded a new society that may in time indeed be transformed into a new Eden and a new Jerusalem.

You and your schools make a great contribution to maintaining educational diversity and keeping alive in these secular days the Judeo - Christian religious traditions, values and principles that have made enormous contributions in making America - America.

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Capitol Hill Hyatt Regency
Washington,D.C.
February 24, 1983
T.H. Bell- U.S. Secretary of Education

Today we are announcing proposed regulations, developed by a task force composed of members representing the Department of Education and the Selective Service System, to implement an amendment to the Military Selective Service Act signed into law by President Reagan on September 8, 1982.

That amendment states that any male student who is required to register for Selective Service -- and who has failed to do so -- is ineligible for Department of Education, Title IV student financial assistance. This includes Guaranteed Student Loans, PLUS Auxiliary Loans, National Direct Student Loans, Pell Grants, Supplemental Grants, College Work/Study assistance, and State Student Incentive Grants.

By this means, the United States Government is saying bluntly that taxpayer funds will not be used to provide a college education for students who do not comply with the Selective Service registration requirements.

Even though this regulation will not become final until May, high school seniors and college students who have not met their registration requirements should do so immediately and avoid problems. The law is clear and the Government will carry out its responsibilities fairly but firmly. The message is simple: No registration, no money.

During preparation of these proposed regulations, we consulted at length with the education community, seeking their advice, guidance, and support. We feel these new regulations will require a minimum of administrative effort on the part of colleges and universities and other postsecondary institutions. And we expect an overall favorable reaction from them. The major responsibility for fulfilling the requirements of the Act rests with the students -- not the institutions.

Those proposed regulations, to be published in the Federal Register -- require all student financial aid applicants to complete and submit to the school they attend (or plan to attend) a Statement of Educational Purpose/Registration Compliance. In this statement a student certifies that he is registered or that he or she is not required to register with the Selective Service System.

The proposed rules also require that any student certifying registration on the Statement of Educational Purpose/Registration Compliance must also submit a copy of his Registration Acknowledgment Letter to his school before receiving aid.

There may be cases of entering freshmen who have recently turned 18 and have not received their acknowledgment letter by the time they wish to start school. To make certain that their financial aid is not delayed, the proposed rules permit such students to sign a notarized affidavit in the school's financial aid office attesting to Selective Service registration. A student's financial aid will not be interrupted if the Registration Acknowledgment Letter is submitted to the school's financial aid office within 120 days of the filing of the affidavit.

We estimate that about half of the approximately 5 million student applicants for financial aid are males who will apply in the 1983-84 academic year. Since students are required to verify their Selective Service registration compliance only once -- the initial time -- after the 83-84 school year, only new male 18-year-olds or students who had not previously received federal student financial aid would have to verify registration.

We are requesting public comment on the proposed regulations. All comments received within 30 days will be taken into consideration before final regulations are published in the Federal Register next May. The regulations will go into effect on July 1 for the 1983-84 academic year.

Statement by T.H.Bell
Secretary of Education
January 21, 1983

SPECIAL EVENTS
(Martin Luther King)

This is our third annual memorial service for this great Humanitarian, Civil Rights champion and American patriot whose leadership, ideas and advocacy have done so much to shape our current society and civilization.

Historians have long argued over the problem of historical causation and sum up their dilemma with this question: Do events make the men or do men make the events?

I tend to favor the theory that the individual man or woman is the key determinant in history - why? Because I am convinced that ideas are powerful forces in the world and these ideas are products of the minds of men and women.

This active power of ideas is another way of saying that ideas have consequences.

Irving Kristol reminds us that "it is a peculiar feature of the modern mind however that it is always inclined to underestimate the power...of ideas...and to see them as little more than "superstructures" based on former and more material reality. Yet it is ideas that form men's minds, influence their imaginations, soften or harden their hearts and end up recreating the world which in the first instance gave birth to them."

In my lifetime two such men, Mohandas K. Gandhi and Martin Luther King Jr. have walked the earth, and by their leadership, examples and ideas have literally recreated the world.

Gandhi and the American leader had much in common:

- They drew their key ideas and philosophy on non-violence and civil disobedience from common sources:
- The Bible and the teaching of Jesus
- The writing of Henry David Thoreau
- They were determined and firmly dedicated to free their people
- They were assassinated for their ideas and principles.

For inspiration Martin Luther King kept a picture of Gandhi in his study.

Dr. King remarked during his visit to India in 1959 that "to other countries I may go as a tourist. To India I come as a pilgrim." Later Dr. King summed up the sources of his successful philosophy and strategy "I used the teachings of Jesus to give spirit to the movement. I used the methods learned from Gandhi and Thoreau."

History is also filled with irony, paradox and coincidence. Consider the following twist of History: Dr. King received his Ph.D. in systematic theology at Boston University, met and married Coretta Scott from Marion, Alabama who was studying voice at the New England Conservatory of Music. Dr. King started preaching the gospel to the congregation of the Dexter Avenue Baptist Church...at the foot of the Alabama State Capitol.

> "Near this spot, at the old Exchange Hotel, William Yancey introduced Jefferson Davis, the New President of the Confederacy, with the words: "The man and the hour have met." Not too far from this spot, on December 5, 1955, Rosa Parks played midwife to a new man and a new hour. On an impulse, she decided suddenly that she wasn't going to obey an ancient custom which required Blacks to yield seats to white customers. Mrs. Parks, a seamstress, was arrested and the Black community staged a one-day boycott in protest. The one-day boycott grew into a movement; the movement swept across the south," and eventually the entire nation - bringing world recognition, honor and martyrdom to Dr. King.

Martin Luther King, like his great namesake, changed the very course of history by his determination to take a stand against the remnants of slavery.

For his leadership and advocacy, Dr. King received great honors - he was Times Man of the Year for 1963 and received the Nobel Peace Prize in 1964.

The chairman of the Nobel Prize committee said that Dr. King was "the first person in the western world to have shown us that a struggle can be waged without violence."

Later Dr. King predicted that "our present suffering and our non-violent struggle to be free may well offer to western civilization the kind of spiritual dynamic so desperately needed for survival."

Dr. King also saw the civil rights movement that he inspired and led culminate in major legislative changes - the Civil Rights Act of 1964 and the Voting Right Act of 1965 - that permanently altered American society, law, political structure and processes.

His dream still lives, because it was "deeply rooted in the American Dream." The dreams of the great world leaders did not die with the dreamers. They live on.

Dr. Benjamin E. Mays, a leading American educator and President of Morehouse College observed at Dr. King's funeral...that "it isn't how long one lives, but how well that counts."

What better legacy could Dr. King have left to us all? It is summed up I believe in his book Strength to Love: " One day we shall win freedom, but not for ourselves. We shall so appeal to your heart and conscience that we shall win you in the process and our victory will be a double victory."

The dreamers may die, but most assuredly the dreams pass on. Martin Luther King's dreams and ideas know no boundaries of race, time or place.

...Dr. King wove the ideas of Christ, Lincoln, Thoreau and Gandhi into a dream of a better world. A new world in which all men and women live in peace and love, without poverty or injustice.

It's a dream that still inspires and challenges us in our daily lives and in the life of our nation. Our country and civilization is a better place because of the leadership, advocacy and dreams of Martin Luther King Jr.

January 12, 1983
Washington, D.C. - Lobby, FOB-6
T.H. Bell - U.S. Secretary of Education

STUDENT AID

In his State of the Union message, the President told the American people that if we are to maintain our leadership, we must begin by renewing the basic -- starting with our educational system. The President transmitted to the Congress three bills to improve equity and quality in our educational system: "The Student Assistance Improvement Amendments," "The Education Savings Account Act," and the "Equal Educational Opportunity Act."

Financing the cost of higher education is the primary concern of two of these measures. Our nation enrolls twelve million of its citizens in postsecondary education -- more than twice the number in the Soviet Union, ten times as many as France, and fifteen times the total in the United Kingdom. President Reagan is committed to providing assistance for those who need help in paying higher education costs, which account for a considerable share of the projected $215 billion our country will spend for education this year.

In the last five years, spending for the guaranteed student loan program alone grew 852%. Despite a 30% rise in family income between 1978 and 1981, the traditional student and family share of higher education costs dropped 6% as the Federal government relaxed standards based on need for assistance and replaced them with virtually unlimited eligibility for subsidized student aid. The abuses are too familiar to recount. It is past time that we take action to restore these programs to their original purpose of helping those students who need help to attend college.

The Student Assistant Improvement Amendments the President has sent to the Congress would correct the imbalance by restructuring our six uncoordinated Federal aid programs into three integrated programs. Under our proposal, funds for student work-study programs would increase almost 60 percent. Direct Federal grants for low-income students would increase by two-thirds, from their current limit of $1,800 to a new limit of $3,000 helping to increase the range of schools they can choose to attend.

We are also asking the Congress to take action so that all applicants for guaranteed student aid must establish a need for help in meeting college costs before receiving the subsidized loans.

The President has also asked the Congress to enact legislation that would permit parents to set aside up to $1,000 per year in special accounts whose interest or dividends would be tax-free. The full benefit will be available to those with income of $40,000 or less, with reduced benefits for those with incomes up to a maximum of $60,000 annually.

This incentive will help restore a balance in the system, and make meeting the family's share of education costs less burdensome in the future.

The President is proud of our public education system, which is foremost in the world, but we also recognize the importance of parental choice in education. Together with tuition tax credit legislation, the Equal Educational Opportunity Act sent to Congress by the President today is the second measure we hope to see enacted this year to strengthen parental choice in education.

Under our Constitution, parents have a recognized right to choose private rather than public education for their children, yet for middle and lower-income families this right is too often meaningless under the present system of school finance.

The Equal Educational Opportunity Act would allow school districts and States which receive Federal aid for the educationally disadvantaged to establish voucher programs. Parents would in turn be able to use these vouchers to pay the cost of enrolling their children in private schools, or in public schools outside of the home districts. The amount of each voucher would vary according to the Chapter 1 funds each State or school district plans to spend on compensatory programs, and the number of students selected to participate in the programs. Along with tuition tax credits this measure will extend educational choices previously available only to the affluent to middle and lower families.

Human intelligence has replaced national resources as the source of wealth. Ignorance is costly, and education pays. The future will belong to the intelligent ... to a nation of learners where bright, energetic, and ambitious people are out on the new cutting edges of science and technology.

...Our foremost concern is to strengthen the quality of education in this country by revitalizing the parental influence, local control, and diversity which have made our educational system the envy of the world. Along with block grant measures to provide Federal assistance without intervention and control, our continuing deregulation efforts, and the dismantling of the Department of Eduation, we believe these bills will aid in restoring excellence to our schools and colleges and increase parental involvement in education.

I fervently hope that the Congress will act on all these initiatives and work with the Administration to restore the quality of education in America. The President asked us all -- parents, teachers, grassroots groups, organized labor, and the business community -- to join together to revitalize American education in his State of the Union address. We have a chance to do just that with these legislative proposals to the Congress.

T.H. Bell - U.S. Secretary of Education

March 17, 1983

Teachers

We are all aware of the critical importance of high quality teaching to the attainment of excellence in learning. We all know that we are not attracting the desired large numbers of bright and talented teachers into the teaching profession. Most of the other professions and many of the skilled trades pay more than teaching. This has been our problem for years.

Regardless of how you look at it, the profession of teaching leaves much to be desired from the viewpoint of its potential to offer opportunities to perform with distinction and be rewarded for truly outstanding accomplishments.

Everyone agrees that teaching is one of the most important endeavors in our society. Hardly anyone that I know disputes the fact that there ought to be more economic potential in the teaching profession.

We desperately need to establish the teaching profession as a prestigious and esteemed calling where promising young people can readily realize an opportunity to move up through a series of recognitions and promotions to command the salary and esteem that more gifted and talented individuals would pursue.

...The fundamental problem with the current condition of the teaching profession is that we have failed to weave into the fabric of our teacher personnel practices the essential elements of a system that would:

1. Provide a trial period for new inductees into the profession as beginning teachers.
2. Provide for comprehensive review and approval of beginning teachers before they join the ranks of our regularly established teachers.
3. Provide an opportunity for the most outstanding teachers to earn a new distinction beyond the level of the regular teaching ranks.

It seems to me that we have succeeded in doing this on our college and university campuses. We have established a system of academic rank in academe, and it is universally accepted. What is more, in academe we have found it both necessary and desirable to go beyond this point. We have endowed chairs and distinguished professorships on many campuses. This has grown out of a desire to add even more prestige and show even more esteem for our very distinguished scholars on our college and university campuses.

Although the system is not perfect (we can all think of a few full--professors and wonder how they made it), it has been accepted. The method of peer review and careful appraisal of candidates for promotion in academic rank seems to work in higher education. Out of all of this, we do indeed have some career ladder steps that offer recognition and distinction to those who enjoy the life of the college scholar-teacher and will have no desire to seek an administrative position in higher education.

...Compare this with the existing system in our elementary and secondary schools. We have a single salary schedule with no salary differential except for years of experience and college credit hours. We have no system in our personnel practices that offer encouragement and opportunity to be recognized as an outstanding professional worthy of distinction in both salary and position.

I do not suggest that we apply the system of academic rank and distinguished professorships and endowed chairs to our high schools and elementary schools. But I do suggest that we have been lacking in imagination and creative application in establishing the system that we now have for recognizing and rewarding our teachers.

We need to establish in American society a new position of Master Teacher. That new position should be a much-esteemed and sought-after distinction among teachers. It should provide a step beyond the ranks of beginning teacher and regular teacher, and it should command a salary that is commensurate with other salaries that recognize accomplishment that is of great worth to American society.

...There are obstacles to any departure from the single salary schedule that has been negotiated with teacher associations and unions. But the time is long past due for a change. We cannot continue with the status quo and build a truly great teaching profession.

In the years ahead, we will continue to hear complaints about the quality of our schools and of our teachers if we do not begin to take some steps now to enhance the teaching profession and make it more attractive to the many talented young men and women whom we will need in just a few short years.

There is nothing we do in America that is more important than teaching. And as we look to the future and the competitition we will be facing in a changing and fiercely competitive world, we simply must realize that our youth deserve to be taught by the very best minds we can attract to our schools. Anyone who thinks that this can be done with the existing system is not facing reality.

...Our State legislatures, our governors, our school boards, and administrators and our teacher organizations must take steps to build a truly great teaching profession. There must appear in the laws, in the school finance formulas, and in the school board policies across the nation new provisions that will help us to attract and keep the very best talent available.

This is one of the most urgent problems we face in American Education today. We must take action as soon as possible so that our teachers can look forward to a higher potential and to more opportunities to attain fulfillment and satisfaction and economic success in teaching.

We need to make teaching as attractive as law, engineering, and other professions. Any steps that we take must be actions that involve teachers in the decisions.

We must persuade teachers to accept and support some additions to the provisions of the current highly prevalent single salary schedule. And I believe that a highly promising first step would be to establish the position of master teacher--to advance to this new rank our most distinguished teachers, and to steadily build a very large step in the salary structure to provide a very competitive and attractive salary.

The matter of providing a higher salary potential and more prestige for teaching needs to receive more nationwide attention than it is getting. It is my hope that what I have been saying about the master teacher concept would at least trigger more public debate on what we should do to build a teaching profession to meet the needs of an increasingly complex society where learning is essential to our future.

Our nation must become a nation of learners. And to attain our learning need we need the highest quality of teaching. We cannot reach the levels we must reach without some changes in our existing teacher recognition and advancement system.

January 11, 1983
Washington, D.C.
T.H. Bell- U.S. Secretary of Education

An issue which was discussed has to do with the critical need for a more pragmatic and responsive teacher training system. For some time, the major consumers of university - based teacher training programs have been complaining about the quality of the teacher that they employ - that the teachers do not understand the system that they are joining, that they cannot enter a classroom without extensive assistance, that they are poorly equipped to manage large groups of students, and the extensive inservice training is required to provide skills which should have been learned at the preservice level.

One obvious problem that has been recognized for some time is the relative remoteness and isolation of two systems which should be closely aligned. University training is exactly that - training that takes place, for the most part, at a university. In terms of contact hours, only a small portion of the trainees' time is spent in a real classroom setting, functioning in the role that he/she will eventually assume. Doctors are trained in hospitals, brick layers at construction sites, prison guards in prisons, and librarians in libraries. It struck me as eminently sensible that the school of library science at one major university was located in the library, and the school of veterinary medicine was in the veterinary clinic. However, I am sure you can guess where the School of Education was, even though there were at least three public schools within walking distance from the campus.

The major categorical program growth in recent years has been in the areas of learning disabilities, educable mentally retarded, and emotional disturbance, which, in combination, now comprise 90% of the Special Education enrollment.

Indications such as these should create some interest in closely inspecting how special education teachers spend their instructional time, what strategies they use, and which activities could effectively be carried out in regular classroom settings.

A second quality issue relates more to the overall efforts of the field as a whole. A recent NIE study released in July, 1982 indicated that education majors are the least able collect students, that the education majors who eventually teach are among the least talented of education graduates, and that a large percentage of the most gifted teachers leave or plan to leave their classroooms before age 30.

Up and down and across this land of ours I have been advocating the we need to establish in American society a new position of MASTER TEACHER. That new position should be a much-esteemed and sought-after distinction among teachers. It should provide a step beyond the ranks of beginning teacher and regular teacher, and it should command a salary that is commensurate with other salaries that recognize accomplish that is of great worth to American society.

I know that there are obstacles to any departure from the single salary schedule that has been negotiated with teacher associations and unions. But the time is long past over due for a change. We cannot continue with the status quo and build a truly great teaching profession.

In the years ahead, we will continue to hear complaints about the quality of our schools and of our teachers if we do not begin to take some steps now to enhance the teaching profession and make it more attractive to the many talented young men and women whom we will need in just a few short years.

Secretary's speech at the Pentagon, March 16, 1983

T.H. Bell- U.S. Secretary of Education

For months I have been called for greater recognition of outstanding teachers in American society. I have been harping on the fact that teaching is one of the most critical endeavors in our society and that we need to establish the teaching profession as a more prestigious calling.

Our nation needs this because the future will depend even more than it has in the past on a well educated and prepared populace. Our future will depend on, to a large degree, our school systems, and more specifically, our teachers. We must become a nation of learners. To achieve that goal, we need teachers to challenge the minds of our students to the limits of their abilities.

I believe there is nothing we do in America that is more important than teaching. And as we look to the future and the challenges we will be facing in a changing and fiercely competitive world, we simply must have the very best minds we can attract, teaching in our schools.

In order to attract more bright and talented students into the teaching profession, and to encourage our gifted teachers to remain in the profession, I have proposed a new position of Master Teacher in our society. This position would provide a higher salary potential and more prestige for teachers who are truly outstanding in their profession.

I am sure we would all agree that if the Master Teacher concept were a reality today, Lee Hay (Teacher of the Year) definitely deserves that title. Dr. Hay, throughout his teaching career has epitomized the concept of Master Teacher.

He has not simply spewed out the facts and hoped that his students would memorize them. He has involved his students in an active learning process, a process where both teacher and student, teach and learn. He is constantly keeping himself current on the happenings of our society and world so that he may share them with his students. He solicits his students opinions and encourages them to argue their viewpoints and substantiate them.

Someone has observed that, Lee Hay, "feels strongly that part of the job of the community's teachers is to open the minds of their students -- not be preaching to them, but by leading them through facts and knowledge to thinking and learing."

Lee Hay doesn't teach English, and Futuristics and Theatre, Lee Hay Teachers and Inspires students.

The true challenge of American education is to bring out the best in each student with respect to individual differences. While that is easier said than done, Dr. Hay's students and colleagues feel that he has met this challenge.

Without the personal desire to learn, many of Lee Hay's students might have failed. Lee believes in his students and lets them know his expectations of them. He motivates them with a personal desire to learn, and true education takes places in his classroom. We all know that motivation is a vital key to learning. A teacher must have respect and must be admired before it is possible to inspire students. Lee Hay's approach, his personality, his poise and personal style, his energy and charisma say to his students: "Learning is important. If you let me, I can lead you to bigger and better things. You are important, and I have confidence in you. Let's learn together in this classroom. I care about you and about your future."

In his philosophy of education, Lee writes: "... the essence of education is teaching students hwo to learn and by doing so, preparing them to deal with whatever they may face in our ever changing world."

"The problem we in education face today is that we have arrived at a point in the history of mankind where we can no longer assume that tomorrow will be like today."

Lee knows, as do I, that our world id changing more rapidly than we are even aware of. The new era of high technology is being ushered in a t breakneck speed and we, as a people must be prepared to face it. It is education's job to prepare our students.

As Lee says, "education can no longer be 'answer-oriented' when today's and yesterday's knowledge will be overshadowed by tomorrow's and again by the day after tomorrow's. Instead, education must become question oriented. Learning to ask the right question in the right form may well become the most basic of education in yhr 1990's and beyond."

Lee goes on to say, "American education stands at the threshold of an exciting era of change, an era that is filled with both promise and danger. This placed upon us a responsibility greater than at any time in the history of formal education. There will be turmoil and frustration as we redefine the process and the product of education, including a redefinition of the role of teaching. But change is the catalyst for evolution and that is what we approaching, the next major step in the evolution of public education."

It is this eye toward the future, the optimistic viewpoint and appreciation for the individual that helps make Lee Hay the outstanding teacher he is. Students have picked up his personal commitment and enthusiasm. They have picked up his confidence.

The need for confidence in oneself is universal. Confidence is a pre-requisite to self-esteem, self-respect and self-reliance. No one can become a responsible, productive citizen unless he trusts his own judgement and knows his own abilities. Non one can be tolerant of others unless he feels confidence and secure in the face of new ideas. An important aspect of intellectual maturity is the ability of understand others despite their opposing views. Dr. Hays not only has this confidence but is able to inspire it in others. Lee Hays doesn't help his students become worthwhile, he shows them they are worthwhile.

The father of one of Lee's students, described Lee this way, "demanding and caring." Then he stopped to reconsider his statement and said: "No that's not two, but one and the same thing. Lee Hay is caring enough to be demanding."

The key words which describe Lee Hay's work in education are the key words which must epitomize America's future in education: "Commitment to Excellence."

In the 15 years he has been teaching at Manchester High School, Lee has inspired his students and infected them with an enthusiasm for learning and a belief in themselves. Now, more than ever, America needs teachers like Lee Hay who bring excellence and enthusiasm into every facet of their work, especially in areas such as English. In the years to come, English as we know it may change, taking on new terms for the high tech era.

I salute Dr. Hay for his good sense and foresight in realizing that the old ways may become obsolete in teaching. I salute him also for always striving to prepare his students with the essential skills and knowledge necessary for today and the future.

Each year we honor in absentia, all those teachers from both our past and present who have done so much for us by honoring one teacher who continues to do so much good for the youth of our nation. This year we honor Dr. LeRoy Hay.

Lee, I thank you for your fine work and I congratulate you for your commitment to excellence in education. You are a fine role model to your students and an inspiration to us all. We are all very proud of your accomplishments and wish you every success in the future. You truly are the Teacher Of The Year, for this year and for all the exciting and challenging years ahead.

T.H. Bell- U.S. Secretary of Education

H.M.L.C.
April 14,1983

TUITION TAX CREDITS

Last April, President Reagan on his visit here with the National Catholic Educational Association, when he announced his tuition tax credit initiative said, "this city of Chicago is a good example of the strength that pluralism and freedom of choice have provided our poeple. Chicago has long been a magnet for immigrants who have come to the country to make a better life. For them, education was not simply another part of America society - it was the key that opened the golden door. It was the best path to progress for their families. And it's been a indispensible part of the growth of our nation and the prosperity of all our people.

T.H. Bell - U.S. Secretary of Education
Chicago, Illinois
February 6, 1983

Let me once again say to you how much this Administration and the Department appreciate your assistance on the issues of importance to the American public in regard to education. We are especially appreciative for tuition tax credits.

As you know President Reagan has pledged his unwavering support for this top priority educational issue by:

- sending an executive communication to the Congress on his tuition tax credit plans (S-528 & H.R. 1730, the Educational Opportunity and Equity Tax Act of 1983)
- including tax credits in the new '84 budget
- speaking up for them in his State of the Union Address

We in the Administration agree with Rabbi Lubinski's analysis that tuition tax credit "is not necessarily a conservative issue. There is a broader constituency. The Catholic Schools and Jewish schools, the growing number of Jewish Day schools, the fundamentalest schools - there is a whole middle-America body that wants this..."

We also commend you for your assistance on another important issue of preserving educational diversity by helping low and middle income families - through education savings accounts - to have a greater freedom of educational choice.

In addition, we also are deeply grateful for the role your schools play in the preservation and restoration of traditional American values.

Last week President Reagan when speaking in Florida said:

> "This Administration is motivated by a political philosophy that sees the greatness of America in you, her people, and in your families, churches, neighborhoods, communities - The institutions that foster and nourish values like concern for others and respect for the rule of law under God."

And the President emphatically asserted:

> "There is no room for racism, anti-semitism or other forms of ethnic and racial hatred in this country. I know that many of you lived through this senseless hatred in the past, and I know you have been horrified, as have I, by the resurgence of some hate groups preaching bigotry and prejudice."

Your organization and schools epitomize three principles that go to the very heart of this Administration's philosophy: (1) cultural and religious pluralism, (2) educational diversity and (3) academic excellence.

You may have read or seen on T.V. a few weeks ago three American Presidents - Nixon, Ford and Carter, honoring Admiral Hyman Rickover, 83, the Father of the Nuclear Navy, at a dinner in Washington.

Indeed Admiral Rickover's entire educational experience from a religious school in Poland, to the public grammar school in Brooklyn to the U.S. Naval Academy also reflects the ideas of cultural pluralism, religious diversity and academic excellence that are foundation stones of America's greatness.

Now, Admiral Rickover - who spent more than 63 years in the U.S. Navy, is president of the newly formed Rickover Foundation which aims, in the Admiral's words, to "make it possible for youngsters to have what I did not have" - opportunities for a high quality education. The U.S. Department of Education is in accord with the Admiral and has already started to make our resources available to the Foundation.

T.H. Bell - U.S. Secretary of Education
Washington, D.C - OEB Room 450
March 14, 1983

TESTIMONY OF HONORABLE T. H. BELL, SECRETARY OF THE DEPARTMENT OF EDUCATION BEFORE THE SENATE COMMITTEE ON FINANCE, APRIL 28, 1983

MR. CHAIRMAN AND MEMBERS OF THE SUBCOMMITTEE:

I want to thank you for giving me the opportunity to appear before you this morning to present the views of the Department of Education on S.528. "The Educational Opportunity and Equity Act of 1983," the bill the President transmitted to Congress on February 16 of this year.

When I appeared before your Committee on Finance last July to support the Reagan Administration's tuition tax credit proposal, I stated my conviction that tuition tax credits would enhance the educational opportunities of lower- and middle-income working families and through competition improve all American elementary and secondary education.

Today I want to reiterate that conviction and emphasis that tuition tax credits will increase the ability of American families to choose the best possible education for their children as they see fit.

S.528 or the President's proposal would permit individual taxpayers to receive a credit against their income taxes of up to 50 percent of the cost of tution and fees for each child in eligible private elementary and secondary schools up to a maximum credit per child. The maximum credit would be phased in over a three-year period, rising from $100 in 1983 to $200 in 1984, and $300 thereafter.

This legislation is not aimed at benefiting the well-to-do who can already choose the best school for their children and who need no assistance in meeting their educational expenses. It is intended to meet the needs of lower-and middle-income working families for whom choices are more limited. A full credit would be available only to those families with adjusted gross incomes up to $40,000, and benefits would decline to zero at $60,000 income.

S.528, the Administration's tuition tax credit bill, also contains the strong anti-discrimination provisions that were adopted and reported out last year by the Senate Finance Committee. Tax credits would not be allowed for payments to private schools with racially discriminatory policies or practices.

Parents would be eligible for the credit only if they send their children to not-for-profit tax-exempt schools that state their nondiscriminatory policy in their published bylaws, admission materials, and advertising. An eligible school must also annually file a statement with the Treasury Department that it has not followed a racially discriminatory policy

Parents will also be disallowed credits for payments to any school found to be following a racailly discriminatory policy in an action brought by the Attorney General under the bill's declaratory judgment provision.

In addition, although this bill has a final decision of the U.S. Supreme Court or an act of Congress prohibits the granting of tax exemption under the Internal Revenue Code to private educational institutions that maintain a racially discriminatory policy or practice against students.

Our proposed legislation is also sensitive to the need to avoid the possibility -- or even the appearance -- of Federal interference with the independence of private schools so long as they do not discriminate on the basis of race.

Tuition tax credits are not Federal financial assistance with strings attached. No Federal funds will pass from Federal officials to schools or even to students; no choices will be made at the Federal level concerning the content or program of the schools; and all decisions regarding education for which tax credits are granted under this proposal wil be made by the families and schools directly involved.

What this proposed legislation will do is increase the ability of Amrican families to choose the best possible education for their children. Growing numbers of American families, especially lower income families, want greater choice in education. This legislation would also foster the diversity of our elementary and secondary education system. That diversity, which encourages experimentation and improvement, is one of its strengths. It leads to improved education for all students.

The possible benefits that minority children would gain from tuition tax credits should also be stressed. Many minority children already attend private schools. Considering just blacks, the Bureau of Census reports that in the central cities of metropolitian areas in 1979, 12 percent of private school enrollees were black. The Census Bureau also reports that Hispanic students contributed over 8 percent of the private school enrollment in these central city areas that year.

The proportion of minority students is even greater in certain private schools. A recent survey, for instance, showed that 20.4 percent of the students in the Catholic school system -- which represents over 60 percent of the nation's private school enrollment--were minority group members. The U.S. Census Bureau reports that this is the same proportion of minorities it found in the population at large in the 1980 Population Census.

This legislation will assist those families who have already chosen private schools for their children to continue to do so. The cost of education, both public and private, has risen dramatically in recent years.

The cost of private schools, in addition to the State and local taxes paid to support public schools, has always limited the ability of lower-income families to choose them. Rising costs are now putting private schools beyong the means, without substantial sacrifice, of a growing number of middle-income American as well.

By providing tax relief in the form of tuition tax credits, this legislation will promote tax equity by reducing the double burden of private school tuition and State and local taxes for public schools that many parents now bear. In reducing the unfairness of this double burden, it will also allow many of these families to continue to exercise educational choice.

Americans have much to proud of in their public and private educational system by virtue of its quality and diversity. Tuition tax credits will foster that diversity and encourage its quality. Diversity stimulates a healthy competition between public and private schools and promotes higher standards in both sectors. If a school has little or no competition, it may lack the incentive to improve its educational quality.

This improvement in quality through competition is of special importance to low income and minority youth. Since these students face considerable barriers in their quest for upward mobility, the better education that competition will produce will be an important step in improving their prospects after they leave school.

As Secretary of Education, I am well aware of the quality education offered in many public schools today and of the efforts to improve that quality. It is difficult, however, for any one school system to meet all the needs of all students or to be consistent with the values of all parents.

There will always be many parents whose educational values differ from those of the public school system. These views should be respected and their freedom to choose supported, especially when this choice might increase the achievement of their children.

It should also be remembered that private schools do more than offer alternative educational choices to students and their parents. Private schools also carry a significant part of the burden of providing elementary and secondary education in this country, often at the cost below that of public schools.

If it became financially impossible for many of the families now sending their children to nonpublic schools to continue to do so, the resulting increase in public school attendance would place large and unwelcome new tax burdens on State and local taxpayers.

If it became financially impossible for many of the families now sending their children to nonpublic schools to continue to do so, the resulting increase in public school attendance would place large and unwelcome new tax burdens on State and local taxpayers.

If one-tenth of the private school population of nearly five million students shifted to public schools, the costs to the public school system could increase by over one and a quarter billion dollars, based on current per pupil expenditures in public schools.

In closing, let me restate my belief that the public schools -- like the public universities -- will benefit from the diversity and wholesome competition that tuition tax credits will provide. The more diversity and options we offer, the richer will be our learning opportunities for all children. For these and other reasons I have given, I urge you to support this proposal and enact it into law during this sesion of Congress.

I would be happy to answer any question.

VOCATIONL EDUCATION

Mr. Chairman and Members of the Subcommittee:

I am pleased to be here today to testify in support of H.R. 2940, the Vocational and Adult Eduction Consolidation Act, introduced by Representatives Erlenborn, Packard, and Nielson. This outstanding legislative proposal was developed through the cooperative efforts of members of Congress, the Administration, and the education community. I regret that, because of a scheduling conflict, Senator Orrin G. Hatch cannot be here today to discuss S.1039, the companion measure that he has introduced in the Senate. Senator Hatch and his staff have been extremely helpful to us in the development of this legislation.

Mr. Chairman, the bill that I am today urging you to enact is very similar to the vocational and adult education consolidation proposal put forward by the Administration last year. This proposal, however, incorporates several important changes that reflect concerns raised during last year's hearings, as well as ideas presented to us in meetings with members of Congress and representatives of education associations. Our bill is designed to accomplish four major objectives:

(1) Consolidation of the existing vocational and adult education categorical programs into a single, flexible program of grants to the States;

(2) simplification and reduction of administrative burden at all levels of government, so that States can use more of their Federal dollars to provide educational services to students;

(3) enhancement of the role of vocational and adult education in assisting local, State, and national economic development; and

(4) refocusing the Federal role to concentrate on research, development, dissemination, demonstration, and other national leadership activities rather than on intervention in educational decision-making at the State or local levels.

Accomplishment of these objectives will result in a strengthened system of vocational and adult education -- a system better equipped to contribute to economic development, to more productive utilization of the national workforce, and to increased adult literacy.

Let me describe for you how the bill would accomplish these objectives. Part A sets forth a set of procedures and requirements that would apply to programs administered under the Act. These provisions would replace the vastly more complicated rules established under the current Vocational Education Act as well as those procedures included in the Adult Education Act.

I am sure that the subcommittee is aware of the many complaints that State and local administrators have expressed about the administrative requirements included in the Vocational Education Act when the Act was last reauthorized in 1976. The data collections required under VEDs; the requirement that all States establish planning committees and hold a certain number of meetings in the course of completing lengthy five-year plans; the equally burdensome requirements for annual programs plans, accountability reports, and evaluations -- these are only some of the provisions that have caused many problems for program administrators and have caused the Act to lose sight of its original focus on assisting in the training of a skilled and literate workforce.

We would replace all of the existing red tape with a few simple requirements. Consistent with the Administration's other consolidation bills, each State would be required to submit an annual Proposed Use Report. In this report, the State would describe its goals for vocational and adult education, the characteristics of individuals to be served, how Federal funds would be used to achieve the purposes of the Act, how those funds would be distributed, and the anticipated results.

In addition, the State would have to include four other descriptions and seven assurances. In subsequent years the report would include an assessment of what was accomplished with Federal funds expended in the most recently completed program year. This short, simple report would replace all of the plans, evaluations, and reports mandated under current law.

Part A of the bill also improves the State allocation formula by adding an unemployment factor and by removing certain constraints, hold-harmless provisions, and other factors. Finally, Part A provides for State audits, an annual Secretary's report to Congress, the operation of a National Advisory Council on Vocational and Adult Education, and the applicability of certain GEPA provisions.

Part B authorizes State programs, for which at least 95 percent of funds appropriated under the Act would be used. Essentially, State activities under Part B would be subject to only four simple ependture requirements:

- Each State would have to use at least 30 percent of its Federal funds for programs and projects related to economic development and skilled workforce training.
- An additional 30 percent would have to be used for strengthening State and local systems of vocational education. Of that amount, at least 15 percent would have to be used for meeting the special needs of the handicapped.
- Finally, each State would have to use at least 13 percent of its Federal funds for adult basic education.

These four rules would replace the long list of categories, special set-asides, and other expenditure requirements in the current laws. For the first time, the Federal vocational education program would earmark funds specifically for economic development. States could use the money, for instance, to retrain displaced workers, to provide training needed for new businesses and industries, or to train out-of-school unemployed youth. The funding for strengthening the vocational education system could be used for such important activities as cooperative education, sex equity programs, special services for the disdvantaged and limited English proficient, and improvement of vocational education equipment and facilities.

The most important objective of the adult education section would be the teaching of basic skills to those adults whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to obtain or retain employment commensurate with their real potential.

While this bill would leave to the States decisions how programs are administered, we anticipate that placing the vocatinal and adult education programs within a single piece of legislation will encourage greater coordination between these two activities. Students who lack basic skills will often progress more rapidly in their academic studies if their educational program includes an applied or vocational component. Similarly, some vocational students are weak in academic skills and their success in the world of work will be enhanced if they receive basic skills instruction.

I would like to describe very briefly Part C of the bill, which authorizes National Programs. These programs would include research (such as support of a National Center for Research in Vocational and Adult Education), Indian programs, the National Occupational Information Coordinating Committee, and a variety of demonstration, development, evaluation, and dissemination activities designed to enhance the value of vocational and adult education as national resources critical to economic development.

These activities would build on current Department initiatives in such areas as corrections education, cooperation with the private sector, and training to meet the needs of the defense industrial base.

Mr. Chairman, the Department put forward its original vocational and adult education proposal slightly over a year ago. During the last Congress, neither the House nor Senate took action on any vocational or adult education reauthorization legislation. During the last few months we have met with some 30 to 35 interest groups, as well as with Congressmen, Senators, and their staff, to discuss what changes might be made in our bill. While we believed that last year's bill was an excellent legislative proposal, we were willing to listen to outside suggestions and we were willing to make some of the recommended changes.

We were asked to include a set-aside for the handicapped, in order to assure that handicapped individuals receive equal opportunity for participation in vocational education. We agreed to this change. We were asked to include an authorization of appropriations for "such sums as may be necessary" rather the level prescribed in our budget request. We agreed to that change. We were asked to include more emphasis on sex equity activities, including programs for displaced homemakers. We agreed to that change as well. We also agreed to permit funding for day care and for the operation fo State and local advisory councils.

The Administration has clearly shown that it is willing to listen to outside advice, and I believe that this bill has improved as a result. Many of the groups that we have talked with agree, and they are enthusiastic about this proposal. Now it is time for the Congress to act.

Mr. Chairman, enactment of H.R. 2940 would result in a streamlined, simplified vocational and adult education program that is more closely aligned than the current programs to the educational and economic needs of the Nation. I strongly urge its enactment.

T. H. Bell
Subcommittee on Elementary, Secondary, and Vocational Education
House Committee on Education and Labor
May 19, 1983

PART II

1982

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ACCREDITATION

I am deeply concerned about the preservation of the autonomy of our colleges and universities. I have the same level of concern about preserving local control of our elementary and secondary schools.

Because a small but still significant number of schools and colleges have failed to meet their responsibilities to provide equality of educational opportunity and quality learning standards, we have the U.S. Department of Education now required by law to review and approve the organizations that accredit schools and colleges. We did not ask for this assignment, but Congress gave it to us because of reports of slipshod and shoddy enforcement of accreditation standards.

Recently, I requested that an accrediting association review again its action to approve an institution that was a cause for great concern. This institution was participating in our student aid programs. We had reason to believe that they had virtually no student body outside their own employees and governing board members, many of whom were also enrolled as students and as recipients of federally-funded student aid. I will not go into more detail, except to say that this accrediting organization reviewed the status of the institution and maintained its accreditation. We had to move in and take action because they failed to do so.

We have never had a time in our Nation's history when high standards of academic accomplishment were needed more. Quality education, as we all know, is critical to the future of our system and our American society. When accrediting bodies fail to face up to responsibility, as this one did, we undercut the respect and prestige we all need, and we ask for more federal interference in an area in which we do not belong.

To deny an institution accreditation, and to cut an institution off from recognition is a difficult decision. But for the academic community to fail to take a stand is to take one more step that threatens our autonomy. When you review the institutions that are applicants for approval or extension of approval, the academic professionals ought to recognize that they are taking on a very important and far-reaching responsibility.

We need to stretch our institutions to reach always for higher levels of excellence. ...Advocacy for the highest possible levels of accomplishment should be the goal of all of us.

I earnestly hope that accrediting associations will discipline their membership so that to be fully accredited will continue to have meaning. In the Department of Education, we depend on this accreditation standing to provide the assurance that we must furnish to Congress that student aid recipients are enrolled in quality institutions. The future of student aid is tied at least to some extent to the quality of ...(accreditation).

This Association (The Southern Association of Colleges and Schools) has a proud history and a great tradition that spans over many years. May you do your work well in the future as you have in the past. You have been the champion of quality learning for millions of learners, and I commend this organization and its leadership.

Atlanta, Ga. - 12/13/82
T.H. Bell - U.S. Secretary of Education

ART IN EDUCATION

Through your efforts, you help bring life and meaning to a part of life that is so essential to each and every individual's existence. You provide that spark of nourishment so very important to the imagination and to the soul itself. For that I laud all of you.

Through our Federal education efforts, we have attempted, in recent years, to assist you. Our chief thrust has centered on the support of the National Committee/Arts For The Handicapped and The Kennedy Center Alliance For Arts Education. These are broad ranging programs, as you know, that annually bring life to the American College Theatre, various "Imagination Celebrations," training opportunities for teachers and a regional resource center for the arts. They are efforts geared to increase the availability of the arts to abled and disabled children.

The set-asides under Subchapter D for the two national arts education programs in FY 1982 will be $1.35 million for The National Committee/Arts For The Handicapped and $675 thousand for The Kennedy Center. Fourteen active arts in education projects received slightly over one million in FY 1981 fnds and these terminate August 31, 1982. (Arts Education included in the consolidated programs; the above programs are protected through the Secretary's discretionary funds).

I would love nothing better than to tell you that these funds will be increased in the upcoming fiscal year, but that is not possible. This Administration's serious and continuing efforts to control government spending will mean that, like all education programs, these also will undergo an 8 percent reduction.

Hopefully, our budget efforts now will bring more support in the future when our economy is back on track. For now, however, cutbacks are necessary if we are to achieve our national economic goals.

I know that is is not music to your ears -- nor is it to mine. But I am hoping that you, who represent those very walks of life that thrive on imagination and creation, will rally to put to work some of the bright and innovative energies -- that are the essence of your various crafts -- to seek alternate sources of support.

...your work is vital and important and we cannot afford to close the doors to the "creation and imagination" of our young in this country.

Your work is even more crucial at a time when economic forces exert so many pressures and diminish our opportunity for emotional relief and pleasure. I hope that together, we can find new ways to continue to provide that food for the soul.

T.H. Bell- U.S. Secretary of Education
President's Caucus of the
Assembly of National Arts
Education Organ, Washington , D.C.
February 19, 1982

Basic Skills

Major efforts will continue to be directed toward the issues of excellence and basic skills--for instance, how children can improve their reading and mathematical skills, how teachers can be more effective, and how schools can better manage their finances. Understanding how students learn to read and comprehend language and identifying the best methods to be used in teaching basic skills are problems confronted by almost all schools. We will continue to support such investigations and provide assistance to schools as they pursue this knowledge. 4/15/82

A curriculum rich in global education is one that offers an in-depth understanding of world politics, economics and foreign language. The last decade has seen our schools engaged in a significant move "back to the basics." Those basics, in my opinion, should extend beyond the three "R's" to include global studies at every level of our education system.

(Speech Delivered By T. H. Bell, April 20, 1982)

Bilingual Education

For Bilingual Education, we are proposing $94.5 million. This program will undergo certain modifications in 1983: (1) basic grants eligible activities will be broadened in order to allow school districts greater latitude in designing their own programs; (2) desegregation grants will be eliminated as a separate activity, but can still be funded under the basis grants program; and (3) the three types of Bilingual Education centers will be consolidated into one type of Resource Center, whose principal focus will be training but will also cover materials development and program evaluation. (April 15, 1982)

We are one of the few countries left in the world today that does not require study of a foreign language in our secondary schools. A hugh proportion of our colleges and universities do not require any foreign language study to earn a bachelor degree.

I was delighted and encouraged at the latest news that Yale University has decided to require foreign language study of its undergraduate students. I hope that more institutions will take this initiative in the future.

With the demands of the national and international scene today no student has a truly relevant or complete education without foreign language study. How can we compete in the international market if we can't even read the list of ingredients or the package content of the products we import daily? How can we hope for world peace if we cannot communicate with our international neighbors?

The implementation of foreign language requirement in every American school is essential if we are to compete and survive both economically and politically in the world.

I urge you as I urge every State in this Nation to teach foreign language in your schools, make it a requirement for graduation or the earning of a degree. Language study is vital -- and it is up to us, the educators, to see that it becomes a reality.

The truth is that America is becoming a society of "monolinguistic bumpkins" and it is up to us to put a stop to it now.

Two other areas of study which are not only important to our international competitive standing but our national security as well, are math and science.

We are living in the midst of an information explosion that will get bigger and bigger with time. I am genuinely concerned that American students will not be adequately prepared for it.

(Speech Delivered by T.H. Bell, April 12, 1982)

Block Grants

For Chapter 2 Block Grants for Improving School Programs, we are requesting $433 million. Because of the high priority in funding this consolidation of 42 elementary and secondary programs, no rescission is requested for fiscal year 1982 and only a slight decrease is proposed for fiscal year 1983. (4/15/82)

...the States would be required to use at least 30 percent of their block grant funds for strengthening State and local systems of vocational education. This requirement stems from a belief that improving the regular vocational education program can have a payoff in future economic growth. Included in these program improvement activities would be programs and services targeted on the special needs of the handicapped, the disadvantaged, and the limited-English-proficient. Finally, at least 13 percent of the State grant would be used for adult basic education. This requirement would ensure that essential services to a very deserving population are continued.

(Statement by T. H.Bell, May 6, 1982)

BUDGET CUTS

The President's Budget for fiscal year 1983 includes $8.8 billion for programs contained in the proposed Foundation. Budget amounts for education programs which are proposed for transfer to other agencies are being requested by the President in those agencies' accounts. However, if the requests for the transferring programs were added to the Foundation request, the total for education programs now in the Department would be approximately $10.0 billion.

T.H. Bell - U.S. Secretary of Education
Foundation for Education
Assistance/Fiscal Year
1983 Budget Request
Washington,D.C. February 24, 1982

BUDGET CUTS

...we were faced with a difficult task in putting together a budget within the confines of a $10 billion budget allowance. These limits were required by the budget deficits we face that range from the Administration's estimate of $91 billion to the $120 billion estimated by the Congressional Budget Office.

In this fiscal climate we had some hard choices to make in our proposals to Congress. I believe that we have kept our priorities in order in setting our funding levels in the President's budget recommendations to the Congress.

Statement by T.H. Bell, Wash., D.C., March 2, 1982

...we anticipate that many of these reductions in Federal funds will be partially offset by increased State, local, and individual contributions that will be possible if a revitalized economy improves tax bases for property, sales, and State income taxes by 1983 and school year 1983-84. Of the $181 billion spent nationally on education, only about 10 percent comes directly from the Federal Government.

In making these difficult but necessary choices, we have attempted to spread the burden as fairly as possible among various beneficiaries of our programs while still reflecting priority areas. (Statement by the Secretary of Education, March 12,1982)

Rescissions proposed for 1982 total just over $1 billion, but will be offset by supplementals totalling $989 million, primarily for the Guaranteed Student Loan Program. Thus, our revised 1982 request of $11.2 billion is just $58 million less than the Continuing Resolution level.

...we encountered a most difficult task in developing a budget within the confines of a $10 billion allowance. These limits were necessary because of the large budget deficits we face. Even with this severe fiscal climate, I believe that we have kept our priorities in order.

It is within this overall context that I ask you to consider very carefully our proposed education budget.

(Statement by the Secretary of Education, April 15, 1982)

Last May President Reagan addressed the British Parliament and gave a remarkable speech about democracy in which he defended traditional American values and extolled the principles of democracy.

"There is a threat", the President said, "posed to human freedom by the enormous power of the modern state. History teaches the danger of government that overreaches. Political control takes precedence over free economic growth; secret police, mindless bureaucracy -- all combining to strifle individual excellence and personal freedom..."

And the President concluded this magnificient speech with this challenge to our generation and to those to come:

"Let us now begin a major effort -- a crusade for freedom that will engage the faith and fortitude of the next generation. For the sake of peace and justice, let us move toward a world in which all people are at last free to determine their own destiny."

Throughout our entire history Americans have nearly always taken a positive or optimistic view of their human predicament believeing that if they

- worked hard and were honest
- studies diligently
- led moral, God-fearing lives
- followed the golden rule
- were good patriotic citizens; and
- did their civil duty in war and peace

...then their families would prosper and their children would have a high standard of living and lead better lives than theirs had been.

Material progress was American as apple pie and progress was truly America's most important product. Where did these values come from? They did not spring full bloom from the North American soil like George Washington's famous cherry tree! No they came from the minds of men and were propogated by our forefathers via books like Franklin's Autobiography, Noah Webster's Speller and Dictionary, McGuffey's Readers and Horatio Alger's novels.

They also come from the great historical documents: The Declaration of Independence, the Federalist Papers, The Constitution, The Decisions of John Marshall, Jefferson's and Lincoln's Inaugural Addresses and the Gettysburg Address.

They came from our great literature of Cooper, Hawthorne, Melville, Emerson, Thoreau and Whitman. They came from our great historical and political leaders and they came from the history of this diverse pluralistic people carving out a civilization in the wilderness that was North America.

The American political philosopher Russell Kirk in his classic work on American traditions and values, The Roots of American Order, concludes that the role of the American Republic is to reconcile liberty with law.

President Reagan at the British Parliament expressed this optimism when he noted "we are approaching the end of a bloody century plagued by a terrible political invention -- totalitarianism. Optimism comes less easily today, not because democracy is less vigorous but because democracy's enemies have refined their instruments of repression. Yet optimism is in order because day-by-day, democracy is proving itself to be a not-at-all fragile flower."

Now -- especially in the 1970's and early 80's there is a grassroots movement for a return to traditional American values with the schools playing a key role in the impending revival of civil learning through the entire American education establishment.

Why should there be a revival of citizenship education now? Perhaps it's because we as a nation have sobered up after the social unrest of the 1960's, watergate and Vietnam. Our flag, our military forces, our nation are once again sources of pride and patriotism for nearly all Americans.

But there is a disturbing residue of the 60's and 70's: public unhappiness and distrust of the schools and a desire for them to return to their traditional roles: basic, excellence, high standards and I would add the teaching of citizenship education and traditional American values through American history, literature, government and stress on the English language and a mastery of foreign languages again.

Besides civic literacy the American people also want more math, science and computer literacy if we are going to meet the real and present competition of East Asia and the high technology and information challenges of tomorrow.

I think you will be pleased to know that HR 5658 authorizing the use of education block grant funds for teaching the principles of citizenship was signed into law by President Reagan on October 14, 1982. While we would question the need for Federal legislation in every problem area, this legislation at least followed the spirit of consolidation and allows the State to support citizenship through Chapter 2 block grant funds if they choose to do so.

This new legislation makes very clear the intent of Congress for it passed without a single dissenting vote, that citizenship education is considered as a vital part of elementary and secondary education by the Congress. Let me assure you that the Reagan administration is in complete accord with the spirit, philosophy and procedures called for in the Act:

State and local education agencies may use their Chapter 2 funds if they wish for citizenship education.

The content and nature of the citizenship programs, as well as other decisions about program administration are left up to the State and local educational agencies, consistent with the provisions of Chapter 2 and other applicable laws.

Here is my challenge to you: Since love of God, love of country, and respect for the law are so inextricably interwoven in our history, our institutions and our Republican-Democratic form of government, it seems obvious to me that we should use this historic opportunity to further expand the broad diverse grassroots public/private partnership citizenship education coalition started in the 1970's to bring renewal and revitalization to the traditional American values we have been alluding here today in the 1980's and early 1990's.

It is essential that we put aside the narrow labels and categories, ancient quarrels and turf battles and seize the opportunity to bring about the impending revival of civil learning.

...we already have our 1987-1989-1991 target dates -- within the next decade we will be celebrating the two hundredth anniversaries of the Constitutional convention, the publication of the Federalist Papers, the ratification of the Constitution and the passage of the "Bill of Rights." Herein are and will be summed up all of America's historic contributions to the art and science of governance of a free democratic people.

- the rule of law not men
- the written Constitution
- a philosophical and practical treatise on Republicanism
- the principles of Federalism and the Federal system
- basic God-given civil and political rights
- the dual sovereignty of rights for our people
- the evolving mix of Republican and Democratic principles of government

We will be honored to lend our moral support and help to facilitate this grassroots public-private sector approach to reasserting traditional American values through citizenship education in the immediate years ahead in imaginative, constructive and effective ways.

Over the last decade, during my educational stewardship here in Washington I believe we have witnessed and indeed are participating actively in R. Freeman Butts' term, the slow but steady "revival of civil learning" throughout our society.

America has paid a pretty penny for the ignorance of our traditions and traditional values citizenship -- law related education are truly ideas whose time has come. It is long overdue as far as I am concerned. It is in part a reaction to the excuses of the last 20 years and a rethinking of basic traditional American value.

I have been -- as some of you in this audience know -- personally involved during my various jobs here in Washington with different aspects of the larger phenomena which I have called restoring, revitalizing, renewing or reasserting traditional American values.

Victor Hugo was essentially correct: Ideas have great and almost mystical staying power -- especially when their time has come. And you may quote me: citizenship education's time is now - and it will be a rebirth during the remaining years of the 20th century.

T.H. Bell - U.S. Secretary of Education
National Conference on Law Related/Ed.
Washington,D.C. October 21, 1982

COMMUNITY COLLEGES

Great university centers flourish in many parts of the world, but only in America do we have hundreds of community colleges closely tied to the cities and towns where they exist, and flexible enough to change with the constantly changing needs of the individuals they serve.

...It always surprises me to see the enrollment statistic of junior, community and technical colleges in this country:

- 5 million out of 12,000,000 of all higher education students
- 53% of all freshmen and sophomore credit students
- You are a $10 billion national industry

Now more than ever the community college is playing an essential part in helping the community to be viable and retaining its sense of community -- along with, one might add, other vital institutions:

- The P.O.
- The Armory
- The Churches

As I look at the National trends it is clear...that the community colleges of this nation have an extremely important role to play in the future.

I believe the following 3 points will greatly affect the future of community colleges:

1. The high technology revolution in industry will require both an increased math/science, language and computer study skills as well as a significant retraining of the work force.
2. The 1 trillion, 600 billion defense build up will require higher skills for recruits, but massive retraining of existing military and civilian populations.
3. New job training bills similar to that recently proposed by President Reagan (S2036, HR 5320)

Your institutions are important to the knowledge base, and the economic base of this nation.

Because the education you offer is generally more condensed, it is also consequently, less costly than four years in a traditional institution of postsecondary education. While this relieves a great deal of financial burden from the students, this relief also carries over to the Federal government in the form of fewer dollars that have to be spent on government student loans and interest on those loans.

Community colleges have a superior ability to remain flexible in a world of changing learning needs. Staying attuned and adaptable to the job market on a national scale and in your own locale is a tall order...

There is no doubt that our society and nation is undergoing a profound change. This historic transformation is one that has been underway since the 1960's and is largely a derivative of the military missile and civilian space program. It is based on a high technology information economy.

This transformation is sometimes called the third industrial revolution and is symbolized by spaceships, satellities, computers, electronic storage and retrieval of information, and computer activated and controlled robots on assemby lines and production crews were manufacturing takes place.

This new high technology information revolution by definition demands a new stress on knowledge/skills associated with:

- Math
- Science
- Computer Technology
- Language, English and Foreign
- Writing Skills, Reading and Comprehension

This challenge may well be even more dramatic than during the sputnik days of the late 50's. As the pressure of this great transition continues to accelerate and move through business and the work place we will surely feel great urgency, within the education community to respond.

Your instituions will be the inheritors of millions of students in the coming years who will need the specific education and training you can offer them for the high technology occupations.

The President of the Computer and Business Equipment Manufacturers Association stated the problem succinctly when he said " while some industries are laying off employees in record numbers, the computer and business equipment industry and the users of its products are scrambling to find ways to fill the growing number of job vacancies that are expected to double by 1985."

Newsweek magazine for October 18, of this year said, "science education has sputtered to a near standstill at a time when jobs in high technology are expected to increase 50% in the next decade." Several weeks ago in Washington, the Office of Technology Assessment released a report to the Congress on "Informational Technology and Its Impact on American Education." I'm now reading from the report:

> "The so-called INFORMATION REVOLUTION, driven by rapid advances in communication and computer technology, is profoundly affecting American education. It is changing the nature of what needs to be learned, who needs to learn it, who will provide it, and how it will be provided and paid for."

In a recent speech to school superintendents in Washington, D.C., economist Patrick Choate stated that "our schools are unprepared for one of the next decade's major challenges - retraining millions of workers whose jobs will be wiped out by the world's technology revolution."

He went on to say that the nation has "about a decade to retool the workforce for the kinds of jobs that already are emerging." He said that 90% of the American workforce in 1990 will be adults already working -- many of them in jobs that will be made obsolete by high technology.

The information explosion is bringing a new trend to the job market of our country, a new trend to our entire culture.

I quote from the Washington Post Job Market supplement, "some estimates suggest that in the U.S. alone, the demand for computer programmers already outstrips the supply any where from 50,000 to 100,00. We think those estimates are conservative. We think that by the year 2000 there will be almost one million new jobs generated for computer programmers in the U.S., starting salaries of $13,000 and midrange salaries of $25,000 a year."

Your institutions could mean the difference between a prepared and an unprepared workforce for the future of our country.

You have the flexibility, you have the know-how, and you definitely have the potential student clientele for programs of quality and intensity in the emerging technologies.

The new technologies are becoming a part of our lives so rapidly that soon there will be practically no occupation that doesn't require at least some background in them.

The Bureau of Labor Statistics projected that we will have a shortage of 577,000 computer operators, system analyst and maintenance technicians by 1990.

The Congress, Office of Technology Assessment stated in a recent report titled, "Information Technology and its Impact on American Education, that the information revolution (computers and electronics) are going to have a profound effect on American education and training."

The Office of T.A. report predicts:

- There will be a persistent shortage of highly trained computer scientists, engineers and other specialists.
- There will be a need for retraining workers displaced by factory and office automation.
- There is a need for more technologically literate work force, including of course the military.

The Key Reagan Administration policies that directly affect education include:

1. Support for a stronger and more modern defense capability.
2. Reduction of burden imposed by Federal regulatory programs.
3. Less involvement in matters more appropriately handled by State and local governments.
4. Efficient management of Federal grants.

Of great importance to the community colleges is the 1 trillion, 600 billion dollar defense build up that will require higher skills for recruits, and massive retraining of existing military and civilian populations.

. . .

It makes a lot of sense to me that our existing community colleges and area vocational schools which have the capacity to educate and train the required skills for our military personnel have the opportunity to do so.

The Federal role in higher education has changed. We can no longer afford to supplant rather than supplement higher education, or any level of education.

What we can do and have done is try to support you and make it easier for you to operate without Federal intervention by:

- Less Federal Regulation
- Research and Dissemination

At the Federal level we realize that community colleges have had a difficult time fighting for a more positive image with the private sector (corporations who make larger grants), the media, and the general public.

By breaking through..."image barriers," community colleges will better be able to complete for the grants and funds being contributed to education by the private sector. At the Federal level, we will continue to do whatever we can to help you in this regard.

The community colleges of this nation have tremendous potential for helping to put this country back to work. By working to make corporations and other factions of the private sector aware of your potential, you can only improve your ability to be a hugh factor in the success of American education in the years to come.

Your schools and colleges have tremendously bright futures ahead, if you can meet the challenges and keep an eye on the education and job training needs of tomorrow. You have, at times had quite a struggle in the past but have always risen to the challenges that confront you. I want you to know that at the federal level we support you.

We will make every effort to insure your automony, your diversity, and your ability to provide relevant educational opportunities for your students.

I am personally excited about the potential of the community college in preparing a large portion of the future workforce for the age of technology.

December 2, 1982
Capital Hill Hyatt Regency - Washington D.C.
T.H. Bell- U.S. Secretary of Education

CONSOLIDATION

We are proposing reductions in both 1982 and 1983 for most programs as part of our continuing effort to revive our Nation's economy. In making these difficult but necessary choices, we have attempted to spread the burden as fairly as possible among various beneficiaries of our programs, while still reflecting priority areas.

For 1983, we are seeking some further cuts, still in pursuit of the President's Economic Recovery Program. We know these will not be achieved without pain, but we must continue our efforts to restore the health of our economy. We anticipate that many of these reductions in Federal funds will be offset by increased State, local, and individual contributions that will be possible if a revitalized economy improves tax bases for property, sales and State income taxes by 1983 and school year 1983-84.

Foundation for Education
Assistance/Fiscal Year
1983 Budget Request
February 24, 1982

We are proposing to consolidate programs in two major education areas: (1) Handicapped Education and (2) Vocational and Adult Education. Although we are still developing the specifics of these proposals for transmittal to Congress, the key elements of these respective laws will be maintained, the proposals will provide for much greater flexibility, administrative simplification and control by State and local educators over the programs which they administer.

These consolidations are important not only for the administrative burdens which they will relieve, but also for the relief from the associated costs which districts and States have incurred to carry out these laws.

Statement by T. H. Bell, Washington, D.C., March 2, 1982

At issue this year was whether the 1980 census data would be available in time for use in the allocations for the 1982-83 school year. Because of the controversy surrounding potential winners and losers resulting from the choice of data, I want to explain why I have decided to continue the use of 1970 census data for the coming school year.

The law governing which data are to be used in allocating funds under Chapter I of the Education Consolidation and Improvement Act states that those data shall be "...the most recent satisfactory data available from the Department of Commerce..." (20 U.S.C. 2711(c)(1)A)).

I have concluded that satisfactory 1980 census data will not be available early enough to use such data as the basis for allocation of Chapter I funds for the school year 1982-83.

School districts need to know of fund allocations in sufficient time to set budgets, release or employ teachers and other personnel, and plan Chapter I projects. Given the enormous number of school systems affected, this requires more time than would be available for the coming school year if we waited for the receipt and processing of 1980 census data. Indeed, the reason this program is forward-funded by the Congress is to provide this needed time.

It is highly probable that the use of 1980 census data would mean that many school districts would not know their final allocations until after the middle of the school year.

I still have no official word of any change from the Department of Commerce, but an unofficial estimate based on correspondence between the Department of Commerce and the Congress is that data may be transmitted early next month. These data would not include Puerto Rico which must be treated as a State. Puerto Rico data are not expected until late summer. We have never used different data sources for different States and would question the legality and equity of such an action.

It will take our National Center for Education Statistics at least four-to-six weeks to process the data for use once they are received from Census. In addition to verifying the accuracy of tables provided by Census, adjustments will have to be made in approximately 25 counties which have been modified, abolished or created between censuses to assure the application of the 85 percent hold harmless for school districts between the previous year and the current year.

After allocations are made to the States, the State education agencies must make sub-allocations that go to their school districts except in those relatively few States that have only county-unit school districts. These sub-allocations will require added time at the State level.

It must also be emphasized that over half of the States use census tract data to make sub-allocations within counties for their school districts. These States would not have 1980 census tract data (the smallest unit) availabe until possibly the first of next year and would have to make allocations on old data which would not reflect the change in 1980 or would have to design a new allocation basis.

In addition, seven States which include almost 25 percent of the school districts served use a provision of law which allows direct allocation from State to school district where there are large numbers of districts which cross county lines. That authority requires that they use exactly the same data base that we use for making the county allocations and they could not even begin to allocate until the 1980 census tract data are received, once again, possibly early next year. It would be difficult, if not impossible, for them to develop another system in the interim which woiuld be consistent with the law.

We are not extending the use of the 1970 census data beyond its normal 10-year cycle. The 1970 census data were first used in 1973-74 and we will be using 1980 census data in 1983-84.

There are some other possible legal and administrative problems which may and probably will arise. One of these problems is that the Bureau of the Census may have used criteria of poverty which are inconsistent with the law. We should be able to iron out these in the coming year, but at the present time they add to the difficulty in using 1980 census data.

The States have expected us to use 1970 data. All indications we have had from the Census Bureau up until about a month ago were that 1980 county data would not be ready until late summer or early fall of 1982.

We included a statement in the Federal Register on February 12 with the introduction of the Chapter I regulations which stated: "It is unlikely that poverty data from the 1980 census will be available before the end of next summer. It is the Department's current intention to use 1970 census data in determining county aggregate allocations of Chapter I funds for the 1982-83 school year."

T.H. Bell- U.S. Secretary of Education
Statement/Chapter I of the
Education Consolidation and
Improvement Act, Washington,D.C.
May 24, 1982

Mr. Chairman, I want to thank you for the opportunity to testify on this important bill. Senator Hatch's proposal is almost identical to the bill that the Administration transmitted to the Congress on April 1, just one day following the introduction of S. 2325 by Senator Hatch. Senator Hatch and I have already testified on this legislation before the House Subcommittee on Elementary, Secondary, and Vocational Education. Together, I believe we succeeded in conveying to that Subcommittee our rationale for consolidating vocational and adult education programs.

I hope that we will be able to convince this subcommittee that the Hatch bill will enhance the ability of State and local administrators to carry out successful vocational and adult education programs.

Mr. Chairman, while we may wish to offer amendments at a later date to address the very minor differences between S. 2325 and the original Administration proposal, the Administration enthusiastically supports and endorses the Hatch bill. We believe that its enactment will enhance the role of vocational and adult education in local, State, and national economic development and will result in needed legislative simplification, increased flexibility, and reduction of administrative costs at all levels of government. I believe that these objectives are critical to future Federal involvement in vocational and adult education.

Let us consider the history of this involvement. The original vocational education legislation, the Smith-Hughes Act of 1917, was very simple: It provided support for training in agriculture, trades and industry, home economics, and for some teacher training. Over the years, succeeding bills were passed and each of these bills introduced new purposes and activities into the law: additional subject areas; support for administration, for construction, and for purchases of equipment; emphasis on poor people living in depressed areas; concern with State and local planning and evaluation; protection of the handicapped, the disadvantaged, and the limited-English-proficient; elimination of sex-bias and sex-stereotyping.

Today, all of these concerns remain in the Vocational Education Act, and the law has become entangled in categorical subprograms, set-asides, and priorities. It is often criticized for attempting too much and for having little overall theme or purpose.

In recent years, the Vocational Education Act (VEA) has also acquired many "process" requirements. For perhaps justifiable reasons, the Congress became concerned with how well vocational education programs are planned, how effective they are, and whether they train people for jobs that really exist. Out of such concerns came pages of legal requirements related to State administration, planning, evaluation, and public participation. The Act also includes sub-State allocation criteria that are, at best, confusing and are in some instances contradictory.

And it includes the Vocational Education Data System (VEDS), which has resulted in compliance problems for State administrators but has produced data of limited utility for planning or policy development purposes. Because of these and other requirements, the VEA is often considered one of the most intrusive of all Federal education laws. Ample evidence to support this contention has emerged from the recently completed NIE Vocational Education Study and from other research.

The other programs proposed for consolidation are currently authorized under the Adult Education Act. In previous hearings, we have frequently been asked why the Administration would want to consolidate vocational and adult education when the two programs appear to deliver different services to different target populations through different administrative systems. We believe that the programs are complementary and are to a great extent aimed at the same population.

The adult education program supports provision of basic literacy skills and, for a smaller number of students, preparation for the high school equivalency exam. Because many of the people who take adult education courses are enrolled for economic reasons -- that is, to help them gain employment -- they often have a need for programs combining instruction in basic and occupational skills. The same applies for many of our vocational students. While they may be gaining technical skills, they will not succeed in an increasingly sophisticated society without a firm grasp of basic academic skills.

Thus vocational and adult education would seem to be naturally linked. That linkage is reflected in the fifteen States where the two programs are administered by the same State agency and in other States where the programs are often combined at the local level. Yet at the Federal level, the two programs remain in separate pieces of legislation, each with its own allocation formula, planning and application processes, national advisory committee, and regulations and procedures.

We are proposing to consolidate the vocational and adult education programs, to reduce the administrative burden, and to focus Federal support on programs which will contribute to economic development. I would like to outline briefly the major sections of Senator Hatch's bill.

Title I, General Provisions, is a dramatic simplification of the parallel section of the current VEA. At least 90 percent of all funds would be made available to the States as block grants; the remaining 10 percent could be reserved for national programs in areas of particular nationwide importance. A Proposed Use Report, replacing the existing plans, evaluations, and reports, would be required of each participating State on an annual basis.

The report would include a simple explanation of proposed objectives, activities to be supported, allocation of funds, and the results anticipated, as well as other basic assurances and descriptions. The existing VEA formula for State allotments (based on population and inverse per capita income) would be modified to include an unemployment factor and to give a heavier weighting to adult populations. The existing national advisory councils on adult and vocational education would be replaced by a single national advisory council.

Title II of the Act concerns State Programs. A single block grant would be made to each State. The existing VEA categorical programs for Basic Grants, Program Imporvement and Supportive Services, Consumer and Homemaking Education, Special Programs for the Disadvantaged, State Planning, and State Advisory Councils would be eliminated, along with the minimum percentage requirements for guidance and counseling and the national priority groups. The set-asides and categorical authorities contained in the Adult Education Act would also be terminated. Matching, maintenance-of-effort, and most other fiscal requirements would be eliminated.

From their grants, States would be required to use at least 30 percent of the money for programs and projects specifically related to State and local economic developments. This is the heart of the new direction in this legislation. From these funds the States could support training needed for new businesses and industries entering their areas, retraining for skilled workers who have lost their jobs because of technological change or economic downturn, the development of training programs in new occupational fields, and entrepreneurship training for men and women who want to start their own businesses.

States would be encouraged to recruit for enrollment persons who are out of school, unemployed, and living in economically depressed areas. The bill strongly encourages involvement of business, industry, and labor in the design and administration of these programs, so that the training provided is related to actual skilled workforce development needs.

In addition, the States would be required to use at least 30 percent of their block grant funds for strengthening State and local systems of vocational education. This requirement stems from a belief that improving the regular vocational education program can have a payoff in future economic growth. Included in these program improvement activities would be programs and services targeted on the special needs of the handicapped, the disadvantaged, and the limited-English-proficient. Finally, at least 13 percent of the State grant would be used for adult basic education. This requirement would ensure that essential services to a very deserving population are continued.

Title III, National Programs, would continue the national discretionary programs that have been supported in the past and consolidate them under a single authority, while giving them a new focus on economic development. Allowable activities under this Title would include a national center for research in vocational and adult education, programs for Indian tribes and Indian organizations, vocational training for the limited-English-proficient, the National Occupational Information Coordinating Committee, and other research, development, dissemination, and training activities designed to meet national skilled workforce development needs.

...I would like to reaffirm my strong belief that this bill would redefine the Federal-State partnership in vocational and adult education in a number of important ways. Its enactment would enable recipients of Federal funds to provide services more flexibly with a limited amount of Federal support. It would increase State and local control over the use of funds and strengthen vocational and adult education so that they can play an enhanced role in the economic development of the United States.

T.H. Bell - U.S. Secretary of Education
Statement/Subcommittee on
Education, Arts and Humanities
Washington,D.C.
July 1, 1982

...The Consolidation Act...has already been sent to Congress. ..

The Act proposes consolidation of 44 elementary and secondary education programs, essentially those for disadvantaged and handicapped children and children in desegregating schools. In the process it does away with 220 pages of laws, 400 pages of regulations and thousands of pages of additional guidelines. For State education officials alone it will save more than 330,000 man-hours of paperwork a year.

More important, we are confident that children will be better served because State and local officials will have discretion to draw on combined program resources to provide needed activities for these children that may vary from one school district to another.

The Consolidation Act supercedes the laws under which the 44 individual programs have operated, and this will give State and local school people more leeway in determining the best learning programs for various groups of children. Over the years, some program legislation in my view has become too prescriptive. Public Law 94-142, with its requirement that every disabled child have an individualized education plan (IEP), is the most glaring example. By mandating the IEP approach and no other, the Federal government has imposed its pedagogical judgment on special education and other professionals who should be making these decisions. The rights of handicapped children to a free appropriate education, with the IEP as one option, will continue under Section 504 of the Rehabilitation Act even if the PL 94-142 requirement is phased out under the Consolidation Act.

We plan other actions in other program areas -- vocational education, for example -- that will return to States and communities the major responsibility for meeting the needs of students, the education community, and the nation.

September 1982-issue

Action in Teacher Education, guest editorial

T.H.Bell- U.S. Secretary of Education

A new consolidation effort, now pending before the Congress, will also have an effect on adult literacy. This legislative proposal supports adult basic and secondary education as part of a vocational and adult education consolidation. The purposes of this proposal are to increase flexibility, reduce costs at all levels of government and redirect Federal support to focus on the role of adult and vocational education in local, State, and national economic development. Adult education would benefit from a minimum of 13 percent of the total appropriation. However, States would have the discretion to use additional funds for adult education programs depending on the needs and priorities of individual States.

Subcommittee on Postsecondary
Education Committee on
Education and Labor/House of Repres.
Washington,D.C.
September 21, 1982
T.H. Bell - U.S. Secretary of Education

Deregulations

...desegregation grants will be eliminated as a separate activity, but can still be funded under the basic grants program...

(Statement by the Secretary of Education, April 15,1982)

I know that undue and overly burdensome federal regulations have been your nightmare. I hope that through the efforts of this Administration, you are feeling some relief from this. We recognize the importance of self-regulation in postsecondary education.

...when the postsecondary education community drew up their guidelines for tuition refund policies, we adopted them verbatim. We recognize that you have the right to your autonomy and we are working to protect that.

This Administration is also concerned about undue federal intrusion on academic standards and we will continue to work to keep this out of your hair and your schools.

T.H. Bell - U.S. Secretary of Education
The Association of Independent
Colleges and Schools
New Orleans, LA.
October 22, 1982

Education and Technology

In America today, the gap between the number of highly skilled workers needed and the number we are producing is becoming wider and wider. Clearly we are not cultivating the raw materials: our future workers who will be vital not only for our economic progress but ultimately for economic survival in an information society.

I would like to quote now from a paper prepared by the Education Commission of the States concerning this important Topic:

> Nurtured by the fruits of Technology, our country is entering an innovative phase of industrial and human productivity. The demand for new products reflects the accomplishments of the age of electronics. The Bureau of Labor Statistics predicts that the computer industry will lead all other industries in terms of output increase throughout the next decade. Not only computers but optical equipment, typewriter, radio and communication equipment and scientific and controlling instruments are projected to be among the most rapidly growing industries through 1990. (Speech Delivered by T.H.Bell, April 12, 1982)

Some say that this country is at least 10 years behind in its industrial revitalization attempts. Japan, in contrast, where industries were virtuall' wiped out following World War II and whose oil dependence exceeds ours, has managed to consistently incrase its productivity and has gained marked superiority because of its focused efforts. Germany and France, following Japan's example, likewise are contributing their own advancements to the exploding computer markets. These are global events that cannot be ignored by this country. (Speech Delivered By T.H.Bell, April 20, 1982)

It is charged by some that the United States is at least ten years behind in its industrial revitalization attempts. Although Japanese industries were virtually wiped out following World War 11 and their oil-dependence has been greater than that of the United States in spite of OPEC, they have consistently increased their productivity and gained the world's markets because of their foresight in adhering to this ideology.

Other countries are beginning to follow Japan's example notably Germany and France, who are contributing their own advancements to the exploding computer markets. The United States cannot ignore these global events any longer because its economic survival depends on it.

I have used the word survival many times throughout this address, but I assure you, I don't use it lightly. I am concerned that if Education does not respond immediately to the changes occurring in the world with the Technological innovations -- our way of life will actually not survive. (April 12, 1982)

The United States no longer dominates the international marketplace -- we have got some very stiff competition.

Americans cannot sit back and bask in a past glory of international power. We have got to increase our productivity per worker. In order to do this, we have got to better prepare our students for the world of the future. The areas of mathematics and science are crucial to our international competitive standing.

We are living in the midst of an information explosion. I am genuinely concerned that American students will not be adequtely prepared for it.

Industry in the United States and abroad is currently undergoing a major transformation which will impact our economy with tremendous force. Among the factors responsible for this change are the technological innovations in electronics and computer systems.

At the present time, these new technologies are creating intense competition in the world markets. If American workers cannot compete we will fall behind or be left out of the market completely. (Remarks Delivered by T.H.Bell, April 16, 1982)

American business and industry today face the challenge of a major technological transition - a transition not unlike the Industrial Revolution in both its scope and impact.

Fueling this dramatic change are the pressures of already emerging and new technologies, the effects of stiff foreign competition and the rising costs of energy, labor and materials.

If there are key themes which all of this implies they can be found in the words "Adaptability and Change."...

...Implications of this changing landscape hold substantial implications not only on how we will use hardware in the future, but how we will utilize our human resources. This, indeed, suggests that we must view seriously how we will prepare people to function in the workplace of the future.

...If Education is to play a role in aiding American business and industries to maintain or regain their technological leadership and improve their productivity, we must work together as never before.

...I welcome opportunities in which we in education can come together with those of you in the marketplace - for it will only be in talking together and involving ourselves with each other that we will be able to shape that American teamwork that has so effectively brought us to the doorstep of advancement and success in the past. Surely, today there is no more pressing issue or common national goal than reversing the decline of an ailing national economy.

This remains this administration's number one priority. In spite of the naysayers in Congress, the President continues to push for a curb on Federal spending to combat inflation.

If we can succeed in this while generating a climate in which business and industry can survive and thrive, this administration is confident tht we will have better days ahead when goods and services can freely flow and jobs increase in marketplace ... a time when tax revenues can grow from sales to support those crucial services and needs such as education.

...Once the American public fully grasps that tight budget is imperative if we are to be free of inflation, it will better understand that the pursuit of this goal is a common national goal that requires tough choices in the way we expend our federal energies and resources.

...When we look to the reauthorization of a program such as vocational education, which we at the Department of Education face this year or any workforce development program, we must view them in light of this national priority couched against the needs of the marketplace. It also means that our proposals must be efficent and cost effective.

It means too that we must take into consideration this administration's pronounced preference for allowing and relying on the private sector to provide improvements in many different areas. Thus you will see this administration seeking to transfer as much employment training responsibility as possible to the private sector and seeking to persuade individuals such as yourselves that the funding for such training should be a normal cost of operation.

Our overall approach is to focus on economic revitalization and other national skilled workforce needs rather than to emphasize service to any particular client group for its own sake. Our emphasis is shifting to the areas of program quality and technical scope; closer collaboration with business, industry and labor; and retraining of adults.

We continue to be concerned specifically with the needs of disadvantaged youth in depressed rural and urban areas, and we have incorporated into our proposal a special set-aside of funds for these purposes.

Another example of our response to national developments is a planned vigorous move into high technology training. While this implies more emphasis on postsecondary technical education and an emphasis on identifying and training the better prepared, more able and more highly motivaated of our youth and young adults...we do not intend to neglect secondary vocational education which serves a much broader spectrum of the youth population.

We also will stress the need for increased emphasis, beginning at the earliest grade levels, on the man-made environment on the sciences, mathematics and technology.

(Remarks by T.H.Bell, March 19, 1982)

Within the last few years there has been an outcropping of scientific and technological issues that seem to call for a trained and enlightened citizenry that is literate in math, science and computers. To diagnose the problem is relatively easy, but to solve it is another matter for in truth there are some problems for which there is no purely technical-scientific solution. But it would be irreponsible of us not to put all our energies in a major effort to use modern science and technology To Try to resolve or mitigate the pressing problems facing our society today.

1. Take steps to help make science become regarded by the general population and by educators as a part of Basics and A Part of Basic Education.
2. Expand the definition of Basic Math to include problem solving and other skills beyond simple computational skills.
3. Expand magnet schools where applicable to include math and science specialties like the one in Dallas in order to increase competition and enhance parental choice.
4. Establish more academically and professionally oriented high schools perhaps using the model of the Bronx High School of Science (espcially in areas of high technology like Silicon Valley, California, Route 128 Boston or the 70N corridor form Rockville to Gaithersburg etc.)

5. Encourage secondary high schools to work more closely with private business and the commercial sectors in designing new school structures for joint partnership education through internships and apprenticeships.
6. Accelerate the adoption and funding of more math and science programs in our National Difffusion Network. (There are currently 26 elementary and secondary ones being funded in math and 6 in science and evironmental education.)
7. Identify and make available for wider use television, cassettes and video materials in math, science and computers. (3-2-1 Contact, science for 8 to 12 year olds; the Voyage of the Mimi, science and math for 8 to 12 year olds with supplemental micro computer program TABS 4 to 6 grade microcomputer based math product in Columbus, Ohio.)
8. Encourage the association of science and technology centers to expand their formal contacts with public and private schools in most of our major cities and undertake ways of enriching the elementary and secondary curriculum in math, science and technology. (There are currently 140 of these centers).
9. Continue to encourage state Departments of Education and local school boards to increase the math and science requirements expected of their students.
10. Encourage colleges and universities to consider returning to the entrance requirements of 1960 for freshmen and women.

11. Ask states and LEAs to consider setting up a task force on differential pay for math and science disciplines in short supply using the precedent of home economics, vocational agriculture, and shop (Smith-Hughes Teachers), coaches, and music teachers (Marching Bands).

12. Encourage the states and LEAs to expand the science and math programs for gifted and talented students as recently described in the Washington Post. (8 May, Editorial on Prince Georges County math and science programs).

13. Create more public, private, cooperative ventures like the one here in the District of Columbia where the Control Data Corporation is responding to Superintendent McKenzie's plans to give high school students more access to computers. To facilitate these ventures and to help to assure the success of this effort, the Department of Education will continue to participate and give this project the high visibility it deserves.

14. Ask states to consider expanding the school day, increasing summer schools for supplementary math and science courses and recommend constructive ways to increase the "Time on Task" in math and science.

15. Find ways perhaps through private and industrial contributions to expand the science lab capabilities of the schools.
16. Encourage state and LEAs to devise challenging in-service and support programs for math and science teachers modeled after programs and practices that worked in the 1960s and 70s.
17. Let us all consider setting new Maximum Competency goals for our students and our citizens of enhanced math, science and computer literacy to be accomplished by the dawn of the 21st century.

It is up to our generation of leadership to help equip the youth of our nation with the skills, knowledge, and values -- so that they can meet their duties and responsibilities to the past and future of this nation.

For most assuredly they will be influenced, whether they will it or not, by the endless frontier of science, math and technology, and it is our moral imperative to ensure that our students and youth are prepared to meet the new challenges. We can do no less.

Speech by T.H.Bell, May 12, 1982

There is a challenge that the technology explosion presents for all of us in education and more specifically for you in the states and communities across the country, where the real work of education takes place.

Educational technology is viewed as one vehicle, when combined with the best of the techniques available to teachers, to up-grade the academic excellence of students. It is also a way to support the United States to develop a work force competitive with the rest of the world.

The revolution in information is profoundly changing society. Like the invention of the printing press, or the industrial revolution, this information revolution will make all of us managers of information.

This new revolution in information has many positive applications. We have the opportunity to use technology creatively to pursue excellence in education.

..., excellence in education is a major objective of the U.S. Department of Education.

We ...appreciate the importance of the teaching of basic skills. The new technologies can help us with drill and other repetitive teaching processes -- a computer can repeat a lesson time and time again, without getting impatient or showing frustration when a student needs information and repetition to master a skill.

In the future, our teachers' roles will change. There will be more time for personal contact with students, and the teacher will play an important role in diagnosing the child's need, and prescribing the learning program. This will free the professional teacher from the time-consuming job of grading papers, and other clerical tasks which to many teachers must seem endless. The result will be more time on task -- teachers will be more able to apply personalized, creative solutions to learning problems -- and I'm sure, in the future, there will be better student learning reflected in their higher test scores.

Our students live in a world where technology greets them at every turn. Learning how to use the technological instruments is essential for today's students. Technological literacy is needed as a part of the total spectrum of skills people use in our society.

..., teachers are burdened with excessive paperwork. This bogs them down. Time spent on clerical work could be better used planning, instructing, reinforcing or just being with students. What greater way is there to increase teacher productivity than to computerize recordkeeping and grading not only diagnostic tests, but all objective tests and class work? It hardly contributes to excellence in classroom instruction for a teacher to spend 18 hours on a weekend every 6 weeks averaging grades with a calculator, recording numerical and letter grades, recording attendance, etc.

Some school systems use technology management--but it is far from universal in the educational community. It is difficult to imagine that 18 hours of clerical work on a weekend shows a profit in the classroom on Monday. On the contrary, the most significant result is probably a tired teacher.

Computerized management in the classroom is one way to increase teacher productivity and will give teachers more time for instruction and reinforcement of the basic skills.

Technology will never replace the teacher, but it certainly can be an effective answer to the management of routine matters and for the instruction of appropriate activities. Computers and silicone chips are rapidly changing the entire field of information storage and retrieval. It will profoundly impact education.

Television viewing habits may be significantly modified, the office typewriter will have given way to the word processor, and the home computer may be as familiar as the pocket calculator. With the rising cost of travel and the declining cost of communications, meetings will go to people, not people to meetings.

What is disappointing--but not surprising is that the educational community at all levels has been remarkably indifferent--to technology.

...the educational structures of tomorrow cannot be built with the handtools of yesterday. We can no longer say, with Proclus, the Fifth Century philosopher-adviser to Anatasius I, "I have never learned to accustom myself to innovations, and I fear them above everything else, for I know full well that in making innovations safety can in no way be preserved."

What hindsight will reveal is whether traditional educational institutions will have responded by adopting and adapting these new and powerful tools, or whether the old fears and arguments will still prevail and education's reaction will remain a bootless cry of scorn.

Ignoring the advances of technology for educational use, is the kind of foolishness which American education and the American people can no longer afford. If technology can make education more productive; if technology can make education more individualized; if it can make it more powerful; if it can make it more immediate; if technology can extend educational opportunities to those who most need them, then we should be using technology for what it can contribute. Let teachers get on with the prime business of helping those who need help.

People are our most precious and reliable natural resource. Our children are the key to our personal future and that of our great nation. Children must have the best education this country is capable of providing. Effective use of technology will increase the productivity and excellence in education.

I want to emphasize that the U.S. Department of Education will avoid getting involved in curriculum content. We will avoid any Federal activities that are clearly State and local responsibilities. We hope to help more in information dissemination to help education benefit from the experience of other educators.

Computers are changing society, for the children of the twenty-first century must master the computer to meet the challenges of tomorrow.

T.H. Bell - U.S. Secretary of Education

Second Annual Management
Conference for Fairfax County
Public Schools
Mount Vernon High Sch.
Alex., Va. August 6, 1982

....education is the key to the future of our national well-being. It's not only the young who need to be prepared. All of us need to keep learning all of our lives.

At the present time, adults are returning in droves to college campuses and vocational education institutions all across America to partake of the enormous fountain of available knowledge. People are really beginning to understand that education must be an ongoing process if we're going to survive in a world constantly bombarded by new discovery and new development.

This, I believe, is as it should be in America if we're to thrive in the enormously competitive world environment. But, I regret to say that for many years, in many instances, American educators have dragged their feet in the face of new education developments. I mention this in particular as I talk about some of the new technologies that are emerging almost daily on the education scene.

Since I became Secretary of Education and before that as a Federal, state and local school administrator, I have tried to urge educators to teach and utilize the available technologies; not to do this simply for novelty sake, but for the tremendous potential that they can have in improving education.

Maybe some of you have had the opportunity to read or browse through the very popular paperback written by Dr. Christopher Evans called the "Micro-Millenium".

Dr. Evans predicts, that we'll no longer be printing books by 1990. He believes everything will be in electronic print and we will carry around readers with a green screen that will electronically actuate and the silicon chip will replace the book. I'm not sure this is coming that soon but I know it's coming. It's a great landmark development in the march of mankind. Whether you think it's progress or not, it's here. You can't hold it back. We're going to have paperless newspapers. We're going to have bookless schools and libraries. It will soon be inefficient and costly to print on paper and bind it into books for storing and retrieving information.

...we must be responsive to what's coming if we're going to stay on top of the changing times. We need to seek a renewed quest for excellence for all of our students and for all learners. I don't know of any time that it's more productively utilized, or any endeavor that is more worthwhile than learning.

I should emphasize... the vastness of the American education enterprise. Three out of every ten people in the United States are involved in education as their full-time endeavor. That's kindergarten through graduate school, public and private institutions. If you add them up, it's three out of every ten people that populate this vast country of ours.

We spend over $200 billion a year in this teaching and learning enterprise. It's an enormous, complex endeavor. It shows how much we value learning in the United States. We are indeed a nation of learners...

Today's pace of life means that many adult learners who wish to pursue lifelong learning cannot do so by the traditional, in the classroom, teacher-to-student method. Educational technology is going to be reaching more and more of that group.

This is happening in many places. Last year I visited the University of Michigan at Dearborn to speak at the dedication of their new library. I was impressed with what they are doing with a different approach to teaching, learning, and communication for the non-traditional student.

I've been impressed with the new way parents are becoming aware of the new technologies in education. The computer stores across this country are busy with anxious parents buying computers. These computers are around the price of a color T.V. set. These parents are purchasing programs in a desire to give their youngsters an additional advantage in their intellectual development.

In the education profession, we are finding an opportunity, at long last, to use machines to do part of the teaching. This is going to make learning more exciting and stimulating and make teachers more effective than ever before.

Peter Drucker, writing in the WALL STREET JOURNAL noted that..."the fastest growing industry today may be the continuing education of highly schooled mid-career adults." ...He says that "these new students need opportunities to learn at unconventional hours." If anyone offers learning at unconventional hours, it's your institution. Rather than having academe force the student into their mode, you adapt to the students and the student's needs. I think what you are doing is great genius.

In order to effectively serve the adult learner, we've got to look more and more to instructional technology. Over the next few years we are going to be changing the shape of how we communicate, how we store and retrieve information, how we teach and how we learn.

It is going to be a revolution that boggles the mind. We need to be out on the new cutting edge. Whether we like it or not, that's the direction we are moving.

It's more than just the computer. It's the laser and the video disc and what's happening up there in the satellite area. It's a very profound change that's taking place. We all need to be thinking of it, it has such implications for education and our teaching methodology. It has enormous implications for new job opportunities.

The Bureau of Labor Statistics projected that we'll have a shortage of 577,000 computer operators, system analysts and maintenance technicians by 1990. The Department of Defense is now indicating to us some needs that they have because of their greatly accelerated opportunities. Also, the need for us to master some of the new technologies because they're involved in the modern weaponry. Our survival in terms of national security, and our survival in terms of competition with other countries includes that we must be moving forward and much more active and progressive in the teaching and learning situation.

Students of all ages are living in a world of dramatic change and fantastic knowledge explosion.

In today's elementary school, for example, many youngsters are not only using published courseware, but many of them are doing some of their own computer program development.

Those of us who want to stay up to date... have got to join this age if we don't want to become illiterates. There's no need for any of us to be old timers. I've said to many young people and I've said to young teachers that the only thing worse than an old fogey is a young fogey. Many of them are going to be just that if they don't get with it -- this new technology that is emerging.

Computers in the classroom, computers in industry, computers in our workplaces are just going to be commonplace. Yet the graduates of our schools of education are still graduating without the course work they ought have in order to teach and in order to function in a technological society.

...we have created a thing called artificial intelligence -- capability not only to store, retrieve, and regurgitate information but also to manipulate it, analyze it, and print out various options, possibilities, and potentials.

We have a tremendous challenge and an enormous opportunity. As far as education is concerned, the next few years are going to be the most exciting years in the history of mankind.

September 15, 1982 - State Department Auditorium, Wash., D.C.
T.H. Bell - U.S. Secretary of Education

"The so-called INFORMATION REVOLUTION, driven by rapid advances in communication and computer technology, is profoundly affecting American education. It is changing the nature of what needs to be learned, who needs to learn it, who will provide it, and how it will be provided and paid for."

In a recent speech to school superintendents in Washington, D.C., economist Patrick Choate stated that "our schools are unprepared for one of the next decade's major challenges - retraining millions of workers whose jobs will be wiped out by the world's technological revolution."

He went on to say that the nation has "about a decade to retool the workforce for the kinds of jobs that already are emerging." He said that 90% of the American workforce in 1990 will be adults already working -- many of them in jobs that will be made obsolete by high technology.

The information explosion is bringing a new trend to the job market of our country, a new trend to our entire culture. It will be national suicide if education continues to drag its feet in this area because if we do, the rest of the world will run right over us.

To insure our place in the coming international technolgocial competition in business and in industry, we must have a highly skilled, trained workforce in America. I know that most of your schools are offering some courses in the areas of computers and other high technology, I can only urge you to try to offer more.

Your schools could mean the difference between a prepared and an unprepared workforce for the future of our country.

October 22, 1982 - New Orleans, Louisiana
T.H. Bell - U.S. Secretary of Education

To insure our place in the coming international technological competition in business and in industry, we must have a highly skilled, trained workforce in America. I know that most of your schools (AICS) are offering some courses in the areas of computers and other high technology, I can only urge you to try to offer more.

Your schools could mean the difference between a prepared and an unprepared workforce for the future of our country. You have the flexibility, you have the know-how, and you definitely have the potential student clientele for programs of quality and intensity in the emerging technologies.

The new technologies are becoming a part of our lives so rapidly that there will soon be practically no occupation, particularly in the business world, that doesn't require at least some background in them.

T.H. Bell - U.S. Secretary of Education
New Orleans, Louisiana
October 22, 1982

...Commentators talk about the evolution of two different nations--the frost belt and the sun belt. And there's no doubt that certain of the old smokestack industries are changing and "scaling down" while others of the "clean" new high technology industries are rapidly increasing.

Yet New England in the very heart of the frost belt is also a leader in the high tech industry of the future.

How did this come about? Primarily because of four factors:

-- A highly skilled work force (from textiles and watches to electronics and computers);

-- An unexcelled educational infrastructure with a strong tradition of high standards and educational excellence (Harvard, MIT, Boston U., etc.);

-- Academic entrepreneurs and venture capitalists and investment capital; and

-- Attractive governmental incentives from State and local authorities.

...The North East, like the silicon valley in California and the research triangle in North Carolina had an educational infrastructure already in place and it could be modified and exploited to meet the challenge of the new opportunities.

Recently, Walter Wriston, Chairman of Citicorp predicted that - "as we make that transition to the downsizing of the automobile industry, I think we also have to make the transition to the downsizing of the industrial base of this country."

...We used to have 20 million people working on the farms in America, and now we're down to just 3 percent (of the work force).

This declining number of jobs in our traditionally heavy industries (auto, steel, rubber) according to Wriston means that, "the retraining of people is as important as what happened when they came off the farms, 20 million of them, and went into industrial America."

Some of the underlying deep structural problems inherent in this new high technology information economy were discussed by President Reagan on November 29 at the National League of Cities in Los Angeles, California -

> "We have as I've said, sizably reduced the annual increase in spending, but there is no way we can eliminate, by budget cuts alone, the structural deficit built into the budget, nor can it be eliminated by raising taxes." And the President added - "the answer lies in stimulating the economy and increasing productivity."

...At a December 8th White House meeting with representatives of 13 independent research libraries, President Reagan added that in his opinion "the quality of life in a society can be measured in large part by the quality of its educational institutions."

...The key to increasing productivity is through a superior educational system--a system that now more than ever before in our history demands high standards and higher excellence--especially in light of the increased educational demands and needs of the high technology information age that is just around the corner.

...The gist of a recent report on American productivity and education commissioned by the New York Stock Exchange ..concludes that the fundamental answer to the great productivity difference between Japan and the U.S. is to be found not in the different management techniques that Japan Inc. applies but rather in something much more basic in the Japanese education system - specifically in its high quality of Japanese primary and secondary education.

The average scores of Japanese youngsters are higher than those of any other country--much higher than in the U.S.--and this great accomplishment of Japan's primary and secondary education "is shaping a whole population, workers as well as managers, to a standard inconceivable in the U.S." according to the report.

Atlanta, Ga. - 12/13/82
T.H. Bell - U.S. Secretary of Education

Education In United States

Today in this country we have some 63,000,000 people involved full-time in educational pursuits in the United States. These are students and employees -- kindergarten through graduate school, public and private. This does not include a huge part-time adult education enrollment.

For 1981-82, it is estimated that we will spend $198.3 billion dollars on education in all our schools, colleges and universities. This does not include business and industry expenditures, but expenditures of our institutions for formal schooling.

We have an enormours college level enrollment with 12,135,000 students, of which 2.6 million are in private institutions and 9.5 million are in public colleges or universities. We have an additional 1.5 million students in postsecondary vocational-technical institutions, and an amazing 18,200,000 adults enrolled in either part-time or full-time studies.

In our elementary and secondary schools, we have 45,430,000 students with 5,100,000 of these children enrolled in private schools.

Our retention rates are healthy. A longitudinal study recently completed by the National Center for Education Statistics (NCES) stated:

> Out of 100 fifth grade students in the year 1972, 75 graduated from high school
>
> But 99 out of these 100 fifth graders were still in school at the ninth grade
>
> Only 89 remained in school at the 11th grade level
> And 75 completed high school
>
> Out of the 75 who completed high school, 46 will enter college, but only 23 will graduate with a B.S. or B.A. degree four years hence
>
> Out of the 23 completing the B.S. or B.A. degree, 7 will complete a masters degree within one year
>
> Out of the 7 completing the masters degree only 1 will complete the doctorate within three years.

...there are many reasons to be proud of the quantitative aspects of American education. State governors, legislatures, school and college governing boards, and the administrators, teachers and professors can be justifiably proud of our record.

But if I am totally candid about it, some of these accomplishments, namely the access and equality of opportunity -- have been reluctantly attained by some States under the needling of the Federal government.

The rights of minorities, handicapped, disadvantaged, and women were being neglected or ignored in many parts of the country until the U.S. Congress and the Federal courts came on the scene and demanded some changes. We need to remember this as we look ahead.

It has taken years in the history of American education to make our deeds match those eloquent words of promise under the Constitution, the Bill of Rights Act and all the rest. As we look at the Tenth Amendment which delegated the responsibility to you at the State level, we must in all fairness acknowledge that many have not accepted the challenge of this responsibility. This has led to Federal intervention in the form of an Office for Civil Rights in the Department of Education.

I have spent my entire adult life in education and I join you in expressing my indignation over certain Federal laws and regulations that encroach upon State and local authority. The best way to avoid this in the future is to take the responsibility delegated to you by our Constitution. For example, if there had not been gross neglect of the handicapped children's right to an education, we would not have to endure the highly prescriptive Federal laws.

When States accept more responsibility for civil rights enforcement in education, there will be less need for the long arm of Federal enforcement.

THE WEAKNESS:

Just as we can find plenty to brag about when we look at the quantity and access so can we find great cause for apprehension and even shame when we turn to examine the quality aspects of American education. Let me outline five aspects of education that indicate where we are obviously deficient in education in this country:

> We gave the vote to the 18 year old. These are high school graduates and college students who don't even care enough to register and vote. This alone tells us that education for citizenship responsibility is not effective in the United States. Our system of government demands enlightened citizen participation. We are failing here. We have hundreds of thousands of college graduates each year, and many of them receive a Baccalaureate or higher degree with competence in any language other than English.

This has to be a major national disgrace when we consider the needs of our internatinal commerce, our need to meet and communicate with our neighbors to the south and our neighbors in Europe, Asia and Africa. To put it bluntly, we are a bunch of monolinguistic bumpkins and American education is to blame.

The bottom has fallen out of high school enrollments in language courses. Even some of our prestigious universities and colleges award degrees to recipients devoid of any foreign language competence. This is a matter of policy and universal practice in our vast education enterprise. Since ECS was created to help the States in policy develpment, I would commend this to you as a great opportunity.

Whether we like it or not, the plain fact is that in spite of the billions of dollars we are spending on education we still contribute mightly to that vast pool of people who make up the rolls of the unemployed. Youth unemployment is scandalously high. we might respond by saying that these are the products of a sluggish economy. I agree that answer is partially true. But we all know that today there are thousands of jobs looking for people at the same time that there are thousands of our youth looking for jobs. We need to examine what is wrong with our system of job training and placement in our schools and colleges. Every State and territory needs to meet the employment demands of industry. Community colleges and vocational centers have a special role to play in helping the unemployed master the technological skills needed to match the thousands of job demands for which industry advertises daily in newspapers across this country.

In our great scramble to provide equal opportunity and access to education we have witnessed a general decline in the literacy and academic competence of our students. (I recognize that Federal legislation and priorities have intervened here). This is particularly true or our teenagers.

It is a big burden to provide both the quality and excellence that we aspire to have. Academically able teenagers are all too often permitted to substitute easy, remedial courses originally designed for those not endowed with the natural ability to master a more rigorous curriculum.

In my view, local school boards could make a big difference in this area if they would adopt board policies that challenged and rewarded students and teachers to reach their highest potential. It is human (or perhaps inhuman) nature to rise to the level of expectation that is required. It is trite but true to say that low standards and expectations beget mediocrity and low level aspirations. To raise performance, raise the expectations. When standards are high and discipline requires a vigorous effort to measure up to what is expected that outcomes will rise accordingly.

The reason I emphasize the need for local school boards to set standards as a matter of board policy is that the Act of measurement of performance ha sin itself a positive impact upon performance. When performance is measured performance is measured and the results are fed back the rate of improvement accelerates.

We are not as competent as we reasonably ought to expect to be in mathematics, science, english composition, history, economics, and many vocational and technical skills on the high school level.

The curricular requirements are just too easy! High school seniors, for example, often have most of the graduation requirements (except for four years of attendance) completed when they begin the 12th grade. They traditionally plan to have a great and relaxing time that last year of high school. Now, If any of you have been close to a group of high school seniors lately you know that what I am telling you is absolutely true. These young people are tough and capable of hard work. What they need is a stiff dose of homework every night except for a weekend or two, and we would see a big change!

The noblest of all our professions has reached an all time low in both prestige and monetary reward. Teaching is not a profession pursued by the most academically talented and personable students on our college campuses. Why? The rewards are not there. Teachers are living on the edge of poverty in this country. Teacher education programs do not produce bright, knowledgeable and perceptive scholars. Department of Education on university campuses have few if any endowed chairs where we honor teachers of teachers like we honor teachers of engineers, teachers of business, teacher of law, teachers of medicine. College presidents

> and faculty senates do not consider the education of teachers to be an urgent priority to which new resources should be deployed.
>
> There is no academic rank for teachers that could in any way parallel the academic rank system enjoyed by college professors. We do not recognize distinguished teachers in schools as we do our most able professors in our colleges. The reward system for teaching on the elementary and secondary school level is not there. The only upward mobility for a teacher is to go on to graduate school, press for an administrative credential, and try to land a principal's job. Legislators are unwilling to put up more money for teachers' salaries because the reward system we have demands that we pay the worst at the level of the best if we want to pay the best what he or she is worth. You cannot have quality education without quality teaching. You can't get quality teaching out of the situation that the States have created: (1) salaries that are administered with a dreadful sameness ... you look it up on a table just like you buy a train ticket to Chicago; (2) teacher education lacks priority on our campuses; (3) recognitions and rewards are not supported by taxpayer or philanthropists.

Until some dramatic changes take place we are going to see little difference in the profession of teaching and our ability to the top talent. In my view, the existing state policies are not those that will lead to excellence in the profession. We thus come down to the plain fact that most -- if not all -- of the States must change their policies that relate to the education, certification, promotion, reward and retention of teachers.

...What has been said about teacher education and teacher reward needs to be said. What I have said about neglect of language instruction, the need to raise the general literacy level and citizenship responsibility, and job competencies of youth all need to be emphasized. My job is to be a constructive critic of American Education. So I offer these comments to be helpful and to prod the American public to seek answers to the problems that stalemate the process of education.

I want to emphasize that there is much that is find and good and right about American education. But the negatives are screaming out at us for attention today. Our needs are urgent and time is short. If we are going to keep a decentralized and diverse system of education, those to whom the responsibility was delegated must take hold and respond to today's needs. And that demands your involvement as a concerned parent and citizen.

March 16, 1982
Lafayette, Louisiana
T.H.Bell - U.S. Secretary of Education

Our recommendations for fiscal year 1983 reflect one underlying theme: That education is primarily a responsbility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a Foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education.

This includes carefully targeted Federal assistance such as providing a core of continuing research and statistical services; compensatory programs for the disadvantaged and handicapped; student financial aid through grants, loans, and work-study; block grants and consolidated aid to State and local educational agencies; and civil rights complaints investigations and negotiations for voluntary compliance.

Those programs remaining within the Foundation would be administered with a minimum of Federal control, but with continued support of and commitment to their objectives. In line with this goal, our fiscal year 1983 budget proposes not only the establishment of the Foundation but also some other initiatives toweard consoldiation, simplification, and reduction of Federal education programs.

I emphasize that, while we proposing to abolish the Department of Education, we are not proposing to abolish the Federal role in education.

(Statement By the Secretary of Education, T.H.Bell, March, 12,1982)

Those of us in education have special responsibility to prepare our students for the future they will inherit.

We are rapidly moving into a new ERA that demainds international understanding, Global awareness and a knowledge and working use of the information explosion and its tools. In education, we are sometimes far too inclined to cling to the past, the old, comfortable, and outmoded way. We cannot live successfully in the future with the methods of the past. Those that continue to do so will go the way of the dinosaur. We need to understand history and we need to understand our roots, but we can't keep looking back. We cannot live and certainly cannot teach in the past.

...Education in the United States is directly related to our national economy. Our economy is directly related to the realm of international competition.

When a person has pursued and received a quality education, they ought to be employable. When we have jobs and people are employed, we have wealth in the United States which is the basis for supporting education.

The United States no longer dominates the international market--we have some very stiff competition. Japan, Korea, and the European common market have had phenomenal expansion in the international mareket and trade system. Others, such as China and the Middle East countries are also booming with expansion on the international scene. Americans cannot sit back and bask in a past glory of international power it is no longer a reality.

We have got to increase our productivity per worker, we have got to better prepare our students for the shrinking world. If we don't drop our egocentric attitude, the American system is not going to make it in this competivite world. Education has the responsibility for making this happen.

As the world shrinks and international trade expands, our students must have an understanding of global education, of foreign languages, of math and science and the emerging technologies and when I say understanding I don't mean a smattering of knowledge -- one or two courses that address an overview on a given subject. I mean in-depth education an education that encourages them to stretch their intellects in order to absorb the concepts that will be vital to their lives and their future lifestyles.

We can no longer have national borderlines in education. Our understanding of history and politics cannot end at the American shoreline. We affect and are affected by everything that happens in every other country on this globe. The saying "No man is an Island," can be modified today to say, "No country is an island." The information explosion the technology explosion, the communication explosion, have all added to the fact that we can no longer function alone in this country. We ought to be offering our students the opportunity of not only an American education but in addition, the advantage of a global education.

Our educational institutions should not only offer, but make mandatory, a curriculum rich in global education. I am not speaking exclusively about our colleges and universities. This study should begin at the elementary level and continue through secondary and post-secondary school.

A curriculum rich in global education is a curriculum that offers in-depth understanding of world politics economics and foregin language study. The last decade has seen an enormous move "Back to Basics." I believe it is imperative that those basics include global studies at every level of our education system.

We have bright, tough, reliant kids out there. These kids are going to inherit our country, our system. As educators we took upon ourselves the responsibility of providing them with the knowledge they will need to make this inheritance thrive. We cannot shirk this responsibility. It is up to us to offer them the challenge of stretching their minds to the pinnacles of their ability -- and then demand that they do so.

We have to have more discipline in the school systems of America. Students, like most of us will rise to the level of expectation. We have to expect more of them. We have to have more discipline and more learning with intensity because that is what our competitors have. This may mean that we won't be able to let school out for athletics and activities and teacher preparation day and parent-teachers conferences as much as we have in the past.

It may mean that we will have to give up the luxury of the 180-day school year. Perhaps this seems a dreary picture to you but the fact is, our competitors are simply too willing to do these things, to work hard and to sacrifice. If we are not willing to put out the same hard work and sacrifice, we will soon be overrun in the competition and we will have made the greatest sacrifice of all, our "American Way of Life."

We have got to learn more discipline -- at the work place and at the learner's desk if we are going to survive as a Nation of people. I believe that just as sure as I am standing here talking to you know we are too soft it is time we toughened up. This change in attitutde and action has to start right here and right now.

In America today, the gap between the number of highly skilled workers needed and the number we are producing is becoming wider and wider. Clearly we are not cultivating the raw materials - our future workers who will be vital not only for our economic progress but ultimately for economic survival in an information society.

I would like to quote now from a paper prepared by the Education Commission of the States concerning this important topic:

> Nurtured by the fruits of technology, our country is entering an innovative phase of industrial and human productivity.

The demand for new products reflects the accomplishments of the age of electronics. The Bureau of Labor Statistics predicts that the computer industry will lead all other industries in terms of output increase throughout the next decade. Not only computers but optical equipment, typewriters, radio and communication equipment and scientific and controlling instruments are projected to be among the most rapedly growing industries throughout 1990

It is charged by some that the United States is at least then years behind in its industrial revitalization attemps. Although Japaness industries were virtually wiped out following World War 11 and their oil-dependence has been greater than that of the United States in spite of OPEC, they have consistely increased their productivity and gained the world's markets because of their foresight in adhering to this ideology. Other countries are beginning to follow Japan's example notably Germany and France, who are contributing their own advancements to the exploding computer markets. The United States cannot ignore these global events any longer because its economic survival depends on it.

...I am concerned that if education does not respond immediately to the changes occurring in the world with technological innovations --our way of life will actually not survive.

In order to deal with the increased demands on education, we must strengthen education at every level in every State. But, the job of actually instructing our students falls on the teacher. When it comes to an adequate number of quality teachers, America is falling behind.

You cannot have quality education without quality teaching. You can't get quality teaching out of the situation that the States have created: (1) salaries that are administered with a dreadful sameness ... you look it up on a table just like you buy a train ticket to Chicago; (2) teacher education lacks priority on our campuses; (3) recognitions and rewards are not supported by taxpayers or philanthropists

School Board policies should do more to recognize and reward distinguished teaching and unusual service. Many good school boards are doing this. But far too many are not. The single salary schedule is a good, basic approach to fixing compensation for teachers, but it is not a comprehensive system that provides incentives and recognition for America's distinguished teachers.

The entire teacher personnel structure in more state and local school systems needs to be overhauled. I realize that state educaton agencies and state legislatures need to do more. But we cannot lay all the blame and responsibility there. School board policies should require the development of a comprehensive program of rewarding and honoring our teachers.

Education has a direct line to this nation's productivity and place in the international competition.

As educators, we need to pull that line a lot tighter. We have to tighten American Education at every level.

If we are properly prepared, this nation can have a bright future. We have to be willing to work and sacrifice. We have to put away the past. We have to pull ourselves up and out of the dinosaur track that has held education for too long. Then watch out world, with American Education on a bright new track, "You Ain't Seen Nothin' Yet!" (Speech Delivered by T.H.Bell, April 12, 1982)

The United States no longer dominates the international marketplace -- we have got some very stiff competition. Americans cannot sit back and bask in a past glory of international power. We have got to increase our productivity per worker. In order to do this, we have got to better prepare our students for the world of the future. The areas of mathematics and science are crucial to our international competitive standing.

We are living in the midst of an information explosion. I am genuinely concerned that American students will not be adequately prepared for it.

Industry in the United States and abroad is currently undergoing a major transformation which will impact our economy with tremendous force. Among the factors responsible for this change are the technological innovations in electronics and computer systems.

(Remarks Delivered by T.H.Bell, April 16, 1982)

Like Most of us, students will rise to the level of expectation. We must demand more of them. This may well mean some changes in the way we see schools today. It may mean less imporatance placed on extra-curricular activities that consume valuable learning time. It may mean a longer school day or a longer school year.

This may seem a dreary outlook to many, but if this country has learned anything from its history it is that hard work and sacrifice have enabled us to achieve our goals in the past and that we may well have to return to that if we are to regain our competitive edge in the international marketplace.

We have become a nation of softies. It is time that we toughened up.

(Speech Delivered By T.H.Bell, April 20, 1982)

As the public elementary and secondary schools open for nearly 40 million students this Fall, I see strong and encouraging evidence that things are looking up for American education.

We are witnessing a turnaround from what many perceive as decades of weakness in our education programs. Parents remain deeply concerned although many recognize that real change is taking place. Clearly, more school administrators are listening to the communities they serve.

A year ago, I established a National Commission on Excellence in Education to look for ways to improve the quality of teaching and learning. The Commission has held four hearings, has one more scheduled, and will make its report in the Spring. In those same months, I have met with thousands of educators throughout the country. All of us see problems but there is a groundswell of optimism.

Let's look at some of the signs of change for the better. ...some big city school systems are beginning to report significant improvement in the achievement level of their students as measured against the national norm and against their own recent records. ... many school districts have set rigorous standards for promotion and graduation. Educators, parents and students have rediscovered an old truth -- that higher expectations bring better results.

In my opinion, parents are justified in a renewal of faith in their schools as a companion to the continuing concern over some of the more tenacious problems, such as student behavior.

It is now possible to detect an emerging consensus on priorities. Few people gather to talk about education without emphasizing the importance of reading and writing skills.

Of greater importance to the future of American education, we are rediscovering the need for going beyond the basics in reading and writing skills. If we talk about reading, we emphasize comprehension. If we talk about writing, we emphasize precision and clarity.

There is a growing concensus, I believe, for more attention to science and technological advances. We hear a new kind of literacy -- computer literacy -- discussed with justifiable vigor.

As a Nation, we have moved full-force into the computer age. Today, more and more administrators and teachers are using a new technology as a teaching tool. Our students will hereafter have a better introduction to the world of work when they emerge from school system that have exposed them to the computer and its role in today's world.

I am encouraged also by the new emphasis many educators place on the need for improving and expanding foreign language capabilities of our students. If technology is one of our tickets to the rest of the world, foreign language is one the other.

All of us are concerned about tighter education budgets, but it is clear tha progress is taking place despite -- or perhaps in some instances because of -- our closer look at every dollar we spend.

...there is much to commend in our American system of education. I am particularly impressed by the reports of volunteerism and the strengthening tie between private citizens, the business community, civic organizations, and the schools. Dramatic results can be expected as volunteers turn their limitless energy to the improvement of learning opportunities.

Even we remain aware of the negatives -- and we never really lose sight of them -- we can find a lot of good things to say about education if we look and listen this year.

T.H. Bell - U.S. Secretary of Education

Thursday, September 16, 1982
Washington, D.C.

...The institutions you represent (AICS) are a uniquely American phenomenon. Great university centers flourish in many parts of the world, but only in America do we have hundreds of independent colleges and schools, closely tied to the cities and towns where they exist, and flexible enough to change with the constantly changing needs of the individuals they serve.

Over the years you have achieved a lot of growth without losing sight of your real function. You are meeting the needs of the public who provide your support. You are not afraid to accept new challenges.

Your institutions are important to the knowledge base, and the economic base of this nation. You train students for special skills which are needed to fill thousands of jobs across the country. And your students get those jobs.

The placement records of the institutions in this organization are very impressive. But then again, I know that they must be. Your schools and colleges operate as businesses, profit-making, tax-paying businesses. Unless you provide training that is thorough enough and relevant enough, your students won't get jobs and soon you won't be in business.

Your contribution to the level of training, job placement, economic base, tax base and general well-being of this country is very much in line with the purposes and goals of President Reagan.

The President knows that in order to maintain a strong nation, we must have a strong sense of purpose. You are directing your colleges and schools the way the President is directing this country: with this strong sense of purpose. Your schools represent the pluralism and diversity that is the hallmark of the American system of education.

Because the training you offer is generally more condensed, and more intense, it is also consequently, less costly than four years in a traditional institution of postsecondary education. While AICS schools relieve much of the financial burden from the student, this relief also carries over to the Federal government in the form of fewer dollars that have to be spent on government student loans and interest on those loans. As you know, particularly in this Administration, we like programs that mean less cost to Uncle Sam.

AICS schools have a superior ability to remain flexible in a world of changing learning needs. Staying attunded and adaptable to the job market on a national scale and in your own locale is a tall order and you are achieving this for the students. Flexibility and innovation are essential elements in education at all levels, but the independent colleges and schools are probably the front runner in having achieved them

The information explosion is bringing a new trend to the job market of our country, a new trend to our entire culture. It will be national suicide if education continues to drag its feet in this area because if we do, the rest of the world will run right over us.

T.H. Bell - U.S. Secretary of Education
New Orleans, Louisiana
October 22, 1982

ELEMENTARY AND SECONDARY EDUCATION

Our arguments in elementary and secondary education and other areas are similar. For instance, reductions in Basic State Grants for Handicapped Children will lower the average total per pupil expenditure for those children by only $11 per child. In vocational education, States and localities now overmatch Federal funds by 11 to 1.

Most of the funding for these children is now provided by State and local governments. Moreover, our proposed consolidation and simplification of both these programs will reduce current paperwork and administrative burdens so that State and local governments will be able to do more with fewer dollars.

Our elimination of library programs reflects the success of this Federal effort over the last 25 years in stimulating State and local support to expand library access to all segments of our population. These Federal funds, in fact, are now overmatched by State and local funds by 20 to 1.

The reductions in funding for Chapter 1 were necessary given the realities of a $10 billion overall budget. We know that these reductions will require school districts to look for less costly programs of compensatory education. Our appraisals indicate that there are successful programs in the $300 to $400 per student funding range. Our Foundation will continue to identify and disseminate cost-effective projects, especially those that emphasize exemplary basic skills and have a low cost per child.

Statement of T. H. Bell, Washington, D.C., March 2, 1982

Elimination of Department of Education

...I am responding to the President's request for an organizational plan that will remove the Department of Education's Cabinet-level rank but create a structure that can effectively administer appropriate Federal services to education.

Our major concern in these initiatives is to get the Federal role back into constitutional perspective. As it has always been, education is a State and local function, and it is time for Washington to stop dictating how these government entities run their schools.

Even as we restructure the Federal role, I will continue to have responsibility for upholding civil rights and other laws affecting our schools and colleges. I take this responsibility very seriously. State and local education agencies also are obligated to uphold these laws, and I will continue to work in partnership with them to promote compliance.

September 1982- issue

Action in Teacher Education, guest editorial

T.H. Bell - U.S. Secretary of Education

Entrepreneurship Education

Tuesday night President Reagan in his State of the Union Message said:

> "Education, training, and retraining are fundamental to our success, as are research, development and productivity. Labor, management and government at all levels can and must participate in improving these tools of growth"...and the President added "we Americans are still the world's technological leader in most fields. We must keep that edge and to do so we need to begin renewing the basic, starting with our educational system. While we grew complacement others have acted."

During the last two years the Administration has through its various public policy actions reitereated time and again the high importance it attaches to reducing the burden big government has placed on the American people through government rules and regulations, taxing and investment policies over the last half century.

The purpose of this deregulation and de-taxing of America has been to liberate the creative forces of the individual businessmen, big and small, and our promoters, venture capitalists and entrepreneurs so that they can do what they - and they alone do best!

- Create new jobs
- Organize new companies
- Make new discoveries and inventions
- And establish whole new industries

Like President Reagan I often think that what this country really needs is to have the government and other barriers and blockers of progress to simply "get out of the way!" Let the creative geniuses, of our people, the proverbial Yankee ingenuity and the fabled American know-how now be applied to the on-rushing information-high tech age.

Governmental and related structural barriers should be eliminated or by-passed by deregulation, favorable tax incentives or bi-partisan solutions similar to the recent social security compromise.

In this new economic environment which President Reagan has promised to create "minority entrepreneurs who can better marshal their talents and skills to achieve better lives for themselves and in so doing, contribute to a stronger economic base for America."

The President is convinced, as I am, that "our policies and programs for minority business development should set the stage for the expanded development of minority business. But most important are the steps to be taken by minority entrepreneurs themselves and other private concerns.

We see the Federal role in this new effort of entrepreneurship skills development through education and training as one of advocacy and leadership like this conference and that of assisting the states and LEAs to infuse and invlude entrepreneurship skills training into the broad occupational program areas, career awareness, general training and specific skills training.

Education has a larger - societal role if we are to get the maximum benefit from the insights, enthusiasm and skills that the new entrepreneurs can bring to helping create and shape the new information - high-tech age.

Dr. Daniel Boorstin the prize winning historian has remarked that Americans are obsessed with the present or as he calls it, "presentism." Dr. Boorstin recommends that American history be stressed in our schools once again so that our people can develop both a sense of history and a better understanding of our heritage and traditions. I would hope that...educators would stress the key ideas, roles and leaders that lie behind the concepts of entrepreneurship, the free enterprise economy and the capitalist system of private ownership and private property - the work ethic and not to be denied, the entrepreneuruse.

A Nation's prosperity depends upon allowing the uniform, constant and uninterrputed effort of every man to better his condition. In working for his own gain, man is contributing to the good of the whole. A natural corollary therefore, is a laissex-faire policy. What better summary could one ask for on the role and mission of the entrepreneur?

Besides exposing our students to the history of the underlying ideas and principles of the free entrprise system and entrepreneurship, I think it ios vitally important to teach specific entrepreneurial skills.

Writing in the November, 1982 issue of American Education professor Amitai Etzioni recommends that as a part of "rebuilding America before the 21st century" our schools must stress the development of personality and character formation as well as the basic cognitive skills.

"What the people and the future adult really need is self discipline, self organization, the ability to mobilize and commit oneself." Students have to be educated to relate constructively to the school "rules, authorities and work discipline." They should be aware of the needs for civility, good citizenship performance, and the importance of the work ethic.

In Etzioni's opinion and it's one that I share - "many young are unable....to learn effectively in the schools and then to function effectively in the adult world of work, community and citizenship. Thus the real problem is not that millions of high school graduates have great difficulties in reading, writing and 'rithmetic' these too-common difficiencies are consequences of insufficient self-organization, of inadequate ability to mobilize self and to make commitments. These graduates center the adult world twice handicapped.

Another and often overlooked source of entrepreneurial skills and inspiration can be found in books that are little read today, but ones that had enormous influence on the growth and development of the American economic system: I am referring to the works of Horatio Alger, Jr. a New England minister and the author of 108-150 books that sold tens of millions of copies (from the civil war to WWI) and influences the attitudes of two generations of American boys.

Alger believed that education ultimately nurtured the divinity inherent in every human being. Alger's overriding theme was that virtue unfailingly brings financial rewards.

In the Alger stories the key to wealth is always education, hard work, honesty, saving money, courage, luck, a cheerful and friendly disposition and showing proper respect for ones superiors. Alger's heroes proved to two generations of native Americans or immigrant boys that America was the land of opportunity. Once they had mastered the rags to riches formula, and newsboy, shoeshine boy or water boy would be rewarded with wealth and fame. With the exception of the western frontiersmen no other myth figure has exerted so powerful an influence on American culture.

Now cynics may say that the Alger myth was and is absurd because America is no longer the land of opportunity that it once was. But let's consider what was happening in the real America between the Civil War and World War I for the thousands of Tallowmakers Sons, peddlers, water boys, shoeshine and newspaper boys.

While Alger was writing his many novels about self made men and using his rags to riches theme over and over again.

"James B. Duke, the Tobacco King, was peddling tobacco planted by his father, James A. Farrell, later President of the U.S. Steel Corporation, was laboring boy in a wire mill; Henry Ford was working for two-and-a-half dollars a week as a polisher of steam engines; Julius Rosenwald, later head of Sears Roebuck, was selling pictures from door to door; Geoge Eastman worked for three dollars a week in an insurance office; Thomas A. Edison was earning a precarious living as a newsboy; and John D. Rockefeller was out of a job."

The success of entrepreneurship and new ventures rest not only on the general health of the economy, but on the Nation's broader social climate.

- Whether or not the various levels of government favor the entrepreneur or whether they throw road blocks in the way of private promoters and organizers who are willing to take the many risks involved in the creation of new businesses and ventures.

- Whether there is a cooperative spirit between the educational establishment and the needs of various business entrepreneurs.

Consider the following critical comment of our educational system by David Birch Profesor at MIT who noted "we pay for two school systems in the U.S., the public system and the job market. We must begin training people in the schools for the jobs they will be doing in the real world.

In the new 1984 budget we have begun to respond to the educational challenge posed by the high technology competition of East Asia and Western Europe by in President Reagan's words "A quality education initiative to encourage a substantial upgrading of math and science instruction through block grants to the states." The President added that his task force on private sector initiatives has spurred activities" in all 50 states of the union and thousands of working people have been helped in making the shift from dead-end jobs and low demand skills to the growth areas of high technology and the service economy."

We ar aware that during the last decade small and mid sized firms created 70% of al new private sector jobs, while the employment levels among the nations 26 largest companies barely remained even.

We are also aware of the dramatic contribution made by the nation's entrepreneur high-technology companies. "During the 1970's Northern California's silicon valley, home of thousands of high technology entrepreneurial firms, has become the nation's most prollific producer of new manufacturing jobs, adding over 25,000 annually.

Across the continent in Massachusetts small and mid sized high-technology firms have sparked a remarkable industrial renewal that now accounts for over 250,000 manufacturing jobs.

- To enhance and promote economic development through entrepreneurship education and training

- To stimulate adult education entrepreneurial activities through vocational education, and an increased participation of minorities as successful entrepreneurs and small business owners.

- We will continue to actively cooperate with the interagency council for minority business enterprise

T.H. Bell - U.S. Secretary of Education
Conference On Entrepreneurship Education
Sheraton National Hotel
Arlington, Va.
January 27,1982

I'd like to take just a minute to share with you some enlightening and alarming statistics that were presented by the National Commission on Excellence in Education last February:

In Soviet schools, mathematics is introduced at grade 1 and at grade 8 all students have completed eight years of mathematics, including algebra and plain geometry. In grades 9 and 10, the study of algebra and analysis includes derivatives, integrals, and probability theory. Work with the digital computer is also introduced.

In Ontario, Canada, school mathematics is required through grade 10. About 55 percent of the students in grade 13 take calculus, and 28 percent take algebra.

Japan provides a "science mathematics" program which is studied 13-18 hours per week in grades 11 and 12. It includes computer programming, the use of computers, and an analysis of computer results.

In the United States, for approximately the first eight years (K through 7) students study a general mathematics curriculum. About 10 percent of American 8th grade students enter the "fast track" mathematics curricula beginning with elementary algebra, and then move into a standard progression of geometry, algebra II and trigonometry, elementary functions and analytic geometry, and calculus. By grade 12, only about 5 percent of the students are still enrolled on this track.

(Remarks Delivered by T. H. Bell, April 16, 1982)

...In my mind the pursuit of excellence in education is tied directly into the creation and maintenance of high standards in education --- all across the board -- and into a related willingness to engage in the hard demanding work and intellectual discipline that excellence and high standards require.

I am encouraged these days -- more so than in years -- now that the call to return excellence, standards and hard disciplined work finally is being heard throughout our land.

We are fortunate that at this time in our history there now appears to be in America a consensus among both liberal and conservative critics of our schools that the pendulum has swung too far away from academic excellence and too near to life-adjustment mediocrity. Furthermore, America's very future -- domestic harmony and prosperity and, international trade and security demands a rejection of this creeping mediocrity and requires a return to excellence and high standards in the elementary and secondary schools of our nation.

The response of these most important and vital American education institutions will have an important influence on the nature of education and on the course of instruction in the colleges and universities and in our society at large.

Earlier in this century the great American philosopher William James said "democracy is on trial, and no one knows how it will stand the ordeal... What its critics now affirm is that its preferences are inveterately for the inferior. So it was in the beginning, they say, and so it will be world without end. Vulgarity enthroned and institutionalized, elbowing everything superior from the highway, this, they tell us, is our irremediable destiny..."

Now I don't believe that William James really believed that this was to be America's destiny. I certainly don't and I know that neither does President Reagan.

Recently ...the President called for "a crusade for national renewal" whereby we would restore the basic bed-rock traditional American values that have made this country great.

President Reagan said that "we can and will prevail if we have the faith and courage to believe in ourselves, and in our ability to perform great deeds, as we have throughout our history. Let us reject the nonsense that America is doomed to decline, the world sliding toward disaster no matter what we do."

Those of you who believe as I do, in the power, efficacy and importance of the education system in helping our society transmit its sacred values, traditions, culture, skills, knowledge, aspirations, hopes and dreams to the next generation, welcome the President's challenge for national renewal.

I am convinced that there is a largely overlooked relationship between standards, excellence and hard work -- these "time-tested" values which are at the very heart of society and civilization!

John Gardner in the conclusion of his excellent book on excellence, written in 1961, tells the story of a very successful music teacher who when asked what was the secret of her extraordinary success with students replied "first I teach them that it is better to do it well than to do it badly. Many have never been taught the pleasure and pride in setting standards and then living up to them."

And Dr. Gardner then discussed the relationships of standards to excellence which is too often overlooked with our understandable stress on the equality principle.

> "Standards! That is a word for every American to write on his bulletin board. We must face the fact that there are a good many things in our character and in our national life which are inimical to standards -- laziness, complacency, the desire for a fast buck, the American fondness for short cuts, reluctance to criticize slackness, to name only a few. Every thinking American knows in his heart that we must sooner or later come to terms with these failings."

Although Gardner's book was written over two decades ago, his analysis seems to be as valid today as the day it was published. Why? Because the "transformations of technology and the intricacies of modern social organization have given us a society more complex and baffling than ever before. And before us is the prospect of having to guide it through changes more ominous than any we have known. This will require the wisest possible leadership. But it will also require competence on the part of individuals at every level of our society.

The importance of competence as a condition of freedom has been widely ignored (as some newly independent nations are finding to their sorrow). An amiable fondness for the graces of a free society is not enough. Keeping a free society free -- and vital and strong -- is no job for the half-educated and the slovenly. Free men must be competent men. In a society of free men, competence is an elementary duty. Men and women doing competently whatever job is theirs to do tone up the whole society. And the man who does a slovenly job -- whether he is a janitor or a judge, a surgeon or a technician -- lowers the tone of the society. So do the chiselers of high and low degree, the sleight-of-hand artists who always know how to gain an advantage without the honest work. They are the regrettable burdens of a free society.

But excellence implies more than competence. It implies a striving for the highest standards in every phase of life. We need individual excellence in all its forms -- in every kind of creative endeavor, in political life, in education, in industry -- in short, universally.

Those who are most deeply devoted to a democratic society must be precisely the ones who insist upon excellence, who insist that free men are capable of the highest standards of performance."

...over a year ago we established a National Commission on Excellence chaired by another Dr. Gardner, President of the University of Utah -- Dave Gardner.

The Commission was charged with undertaking to enhance the quality of teaching and learning at all levels. Special emphasis will be placed on finding ways to develop clear and thoughtful writing skills, master math, spelling and the basic sciences, as well as cultivate basic understanding in economics, government and the principles of democracy. The Commission will issue its report in early 1983.

Before briefly mentioning some of the key topics, let me first note that they do not reflect all the matters that arose at the Commission's public events. However, they do represent a sampling of the variety of concerns which have surfaced through papers and testimony presented at full Commission meetings and at hearing and panel discussions. Now for some of the findings:

1. International Comparisons

   - Considerable evidence indicates a general decline in academic performance in the United States.

- With regard to specific curricula, American students receive very little instruction in international studies and foreign students in the Soviet Union, Germany, Canada, and Japan are exposed to more mathematics, for longer periods of time and at higher levels of difficulty than their American counterparts.

- The Soviet Union graduates almost six times the number of engineering specialists produced in the United States and 75% of graduate enrollments in the Soviet Union are in science and engineering, compared to 20% in American graduate schools.

2. Education in Science, Mathematics and Technology

- School and college entrance requirements in science and mathematics have declined, and fewer students are taking more than a minimum of science and mathematics in school. For example, only a third of our high schools require more than a year of mathematics and science for graduation, and only one-half of our graduates take mathematics or science after grade 10.

- There are shortages of physics, mathematics, and chemistry teachers in almost all states, where teaching positions in these subjects are being filled by unqualified persons, and the number of science and math specialists in elementary schools is declining.

- The performance of all but the best students on nationally administered tests in science and mathematics is declining. Illustrative of the problem is the enrollment increase by 71% in college remedial programs between 1975-1980.

- Modern curricula in science which are appropriate for students not planning a career in science are in short supply, and little has been done to make use of the great potential of the new low-cost computer for education or to prepare students to use these increasingly adjuncts to the human mind.

3. Language and Literacy - Skills for Academic Learning

- The language skills which should be emphasized in all schools and for all students are the higher-order skills.

- A modified definition of literacy will be necessary if we are to adequately prepare students for a technological age. Logic, listening, reading, speaking, writing and language itself may need to be redefined and the skills taught under each expanded. If educators are not in advance of these changes, the technology explosion may result in new groups of "haves" and 'have nots," based on whether or not children have access to microcomputers in their homes. Those that do will have the computer literacy skills desired in the workplace; those that do not may become tomorrow's "disadvantaged."

- Language acquisition should be a high priority in the basic curriculum of our nation's schools. To accomplish the tasks of developing reading, writing, and second language competence, adequate time must be allocated to this enterprise, possible at the expense of other educational goals or activities.

- In order to advance the cause of literacy in this country, educators, parents and the society in general will need to share a responsibility. Publishing executives estimate that in 96% of the first through eighth grade classrooms, the primary instructional materials are prepared by educational publishers. A comprehensive analysis of subject matter textbooks, reading stories, student workbooks and exercise sheets produced by this industry reveals that most are flawed in several ways. The creation of a more accountable publishing marketplace is urged. This would require that the education profession establish and communicate to publishers explicit criteria for textbooks and other teaching materials.

4. Teaching and Teacher Education

- Numerous concerns were voiced regarding the American teaching force, including such considerations as teacher supply, the training of teachers, and the incentives and rewards provided for educators.

- Problems center on the recruitment, selection and retention of competent teachers. Teaching does not attract the ablest young people. Further, some of the field's most able teachers leave their classrooms. Though these are not new problems, increased education and employment opportunities have resulted in diminished numbers of capable women and minorities in the teaching workforce.

- Internships of one to three years, differentiated pay based on teacher performance, and other forms of reward and recognition offer promise for enhancing the conditions for and the quality of teaching personnel.

- Debate continues regarding the relative merits of a liberal arts background versus professional education preparation for teachers.

- Teaching and teacher education are extremely political topics. Though virtually every constituent group acknowledges a similar set of problems, the majority of proposed solutions do not take into account the full complexity of the related issues; many proposals also assume that increased regulations and federal funds will be necessary to stimulate positive change.

- It is increasingly likely that the U.S. will be facing another teacher shortage by the mid-80's, particularly in certain geographic areas and at the elementary school level.

5. Transitions in Education (Teacher Expectations and Student Tasks)

- Both teacher expectations and student tasks vary considerably from one level of schooling to another. Perhaps the greatest difference centers around the movement from teacher-centered, classroom-oriented learning in the early grades to the postsecondary environment, in which students are expected to be responsible for their own learning, both within the classroom setting and through personal study.

- Many high schools seem to have developed an "infinite curriculum," one that aims to meet the needs of all students, but also one that assures that many students will graduate having very little of substance in their academic background. However, from the evidence, students in high school if they know how and want to, can extract decent, even high quality education, but they may also choose to avoid difficult course work and to waste their time without penalty.

- Though the organizations and operations of secondary and postsecondary institutions and their faculties seem to assume increasing levels of student independence, there is little evidence to suggest that students are actively taught how to manage their time productively or how to approach their work efficiently.

- And yet research with college and university students indicates that quality of student effort is more crucial to the enhancement of student achievement than about any other factor.

6. Performance Expectations for Student Learning

- There is considerable repetition in American education; and while some of this repetition is desirable, some is counterproductive.

- Employer's expectations for those entering the white collar workforce from postsecondary education reflect a desire for generalists, not specialists. For example, they value employees who understand change, know what constitutes adequate evidence, demonstrate a tolerance for ambiguity, exhibit creativity and imagination, function well in groups, and work enthusiastically.

- The overall quality of examinations currently in use could be enhanced, by a judicious balance of essay and objective questions. The central issue is whether raising the quality of exams can serve to raise performance expectations. (The issue of achievement vs. aptitude testing has also come up)

- Increased cooperation between secondary and postsecondary institutions as well as education organizations and employers of all kinds, should address issues of articulation and reduce the dissonance of conflicting expectations in our society.

Conclusion

Over a quarter of a century ago American faith in her technological and educational superiority was temporarily shattered by the Russian Sputnik. The implications were enormous for American leadership in science and technology, aerospace markets, national security, military strategy and national prestige and pride.

President Eisenhower and the Congress reacted to this challenge in the way our society has always responded to domestic and international crisis: insisting that the educational system pull up its socks and get about the business of educational renewal.

The National Defense Education Act of 1958 was designed "to strengthen the national defense and encourage and assist in the expansion and improvement of educational programs to meet critical national needs."

These critical national needs in 1958 were similar to those that the Commission on Excellence is identifying today: math, science, technology, foreign language, and international studies.

The NDEA rationale in 1958 was also as valid then as today and it's a rationale that your organization has always stood for:

> "The Congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources and technical skills of its men and women."

September 16, 1982 - Washington, D.C.
T.H. Bell- U.S. Secretary of Education

Every day new discoveries are being made, new technologies being developed and new systems are being built. If American education does not prepare its students to live, work, and compete in this fast paced and interdependent world, all America will be the loser in the battle for international survival.

This country took upon itself the challenge of offering a free education to any citizen who desired it. To add to that challenge, we also offered the opportunity for higher education to anyone who sought it.

Through our free and diverse system, we have done a pretty good job in achieving this. But simply offering an education is not enough. If that education is not relevant; if it is not an education of quality; if it does not challenge the learner to expand his intellectual capacities to their fullest: It is simply not good enough.

As teachers, administrators and counselors involved in improving education and education opportunities for the disadvantaged students of this nation, yours is a special and difficult challenge. I would like to take this opportunity to commend you on the fine job you have done thus far. I know that thousands of students have received the priceless gift of an education because of your efforts. On behalf of all of them and for the contributions they are making to our society because of your help, I thank you.

American education, at all levels must operate with more foresight. We are entering a world era that puts our nation in a critical international race for supremacy in industry, technology, and defense. To date, we are falling behind in that race and I want to tell you that we cannot, if we expect to survive.

High school students in Japan take six years of science and math, six years of English and one year of calculus.

In the Soviet Union, the average high school student completes five years of physics, five years of biology, four years of chemistry, two years of calculus and geometry and one year of astronomy.

In comparison, American statistics are almost shameful. Half of all American high school students take no 11th or 12 grade math or science. A mere 16 percent take even one year of chemistry. Only seven percent take one year of calculus and nine percent one year of physics.

For the sheer survival of this country, we need more scientists, more engineers, mathematicians, physicists, computer programmers and operators, data processors, and technicians. And we have an extreme need for people to teach all of these subjects. But we cannot have them without changing the curriculums and requirements of our nation's secondary and postsecondary schools.

The creativity and enthusiasm to meet this challenge is already with us. It comes from the private sector, and from the local school systems throughout this country. I am calling on all of America to cultivate this enthusiasm.

Just last week in Washington, the Office of Technology Assessment released a report to the Congress on "Informational Technology and Its Impact on American Education." I'm now reading from the report:

> The so-called INFORMATION REVOLUTION, driven by rapid advances in communication and computer technology, is profoundly affecting American education. It is changing the nature of what needs to be learned, who needs to learn it, who will provide it, and how it will be provided and paid for.

In a recent speech to school superintendents here in Washington, economist Patrick Choate stated that our schools are unprepared for one of the next decade's major challenges: retraining millions of workers whose jobs will be wiped out by the world's technological revolution.

He went on to say that the nation has "about a decade to retool the workforce for the kinds of jobs that already are emerging." He said that 90 percent of the American workforce in 1990 will be adults already working -- many of them in jobs that will be made obsolete by high technology.

The information explosion is bringing a new trend to the job market of our country, a new trend to our entire culture. It will be national suicide if education continues to drag its feet in this area because if we do, the rest of the world will run right over us.

I agree with Willard McGuire, President of the National Education Association, when he said, "we ignore education only at our peril, for America's future is our children. They must have the opportunity every generation of Americans before them has had -- to improve themselves and continue to build a strong nation."

Whether or not the disadvantaged students of this nation are taught intensive basic skills that will prepare them for jobs in the emerging technological world, will determine their future, and the future productiveness of our society.

A couple of weeks ago the American Association for the Advancement of Science held a conference on science and math education. They concluded that to increase the chances of urban students of getting jobs in the future the study of these two subjects is critical. They focused on how to enrich the education of black youth with the information vital to a technically oriented job market.

Any discussion of equality in education must include the important issue of equity in computer and technological learning. The disadvantaged student cannot even hope to compete for jobs or education in the technology fields unless he or she has the necessary, solid background in math and science education.

For years we have immersed the disadvantaged student in education programs to develop motivation and build social skills. While these have their merit, they are meaningless if the student isn't also adequately prepared with a strong basic education.

As educators, we owe these students the opportunity to gain the knowledge and skills that will make them employable. The future is going to mean literally millions of new jobs in computers and related technological fields. The disadvantaged students of today, properly trained and educated, can be the resource pool for these jobs -- good well-paying jobs.

Although this change in education strategy for all students, and particularly disadvantaged students is enormously important to America's future, I realize that it is not without problems. These problems are being given recognition on the national level in order that State and local officials and private industry might become more aware of them. At this time, some of these problems include:

THE PROBLEM OF INSTITUTIONAL BARRIERS: Schools designed for chalkboard lectures are not natural homes for computer learning. Some rethinking of scheduling and classroom organization may be needed.

THE PROBLEM OF TEACHER TRAINING: We are faced with a serious shortage of adequately trained teachers in the science and math areas, precisely those skill areas where computer-savvy teachers are to be found.

THE PROBLEM OF ADEQUATE SOFTWARE: With few exceptions, the quality of educational software is not yet where it needs to be. One problem that industry is concerned about is adequate protection of its investment through updated and strengthened copyright and patent protections. On the plus side, this is the one area most likely to be satisfied by the vigor of the private sector marketplace.

THE PROBLEM OF COST: Even though the cost of computer hardware is dropping, investment in educational technology still represents a significant investment for many local schools, particularly in disadvantaged areas.

These problems are not easily solved. However, we cannot allow them to thwart this crucial change in education strategy.

Parents need to take a more active part in their children's schools. Together they can work with their available resources to encourage the disadvantaged students. He can learn math and science, these subjects are important, and the mastery of these skills will help him find employment in order to function more productively in society.

Business and private enterprise will be one of the greatest benefactors of a student populace educated in math, science, and the new technologies. They should be encouraged to provide more support and interest in education programs that support the very skills they require of their employees.

...we must have stronger curriculum requirements in the urban and disadvantaged schools of this nation. These kids are bright, tough, capable and ready to learn.

If course requirements in math and science are not demanded, along with required levels of literacy in these subjects for promotion and graduation, these kids will not be prepared for the world of tomorrow.

The new technologies emerging upon this nation will create thousands of career opportunities for those who have the necessary education and skills to handle them. This means jobs that will change lives. We must be sure that the disadvantaged students have the same opportunity to be ready for the era of technology that all other American students do.

It is time to confront the math and science crisis in the education of the disadvantaged students or these students will lack skills for the future. The job opportunities will be there, the world will be there with all its new innovations. Today's students will be there. Will they be ready?

In this time of getting the economy back on its feet, there is little federal money available, as you are well aware. This makes the challenge even greater.

But this is a challenge I believe we can meet with the combined efforts of parents, students, school boards, administrators, teachers, counselors, business people, communities and churches, state and local governments.

I'd like to leave you now with one thought: All our concern, all our imagination and hope, and all our ideas for tomorrow depend upon two things -- the intellect and imaginations of our children. The one element that will make the new era of technology and the computer revolution successful in education is the fact that our children are so preciously curious.

Washington, D.C. - Sept. 27, 1982
U.S. Secretary of Education -
T. H. Bell

Federal Role in Education

Our recommendations for fiscal year 1983 reflect one underlying theme: That eduction is primarily a responsibility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a Foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education.

This includes carefully targeted Federal assistance such as providing a core of continuing research and statistical services; compensatory programs for the disadvantaged and handicapped; student financial aid through grants, loans, and work-study; block grants and consolidated aid to State and local educational agencies; and civil rights complaints investigations and negotiations for voluntary compliance.

Those programs remaining within the Foundation would be administered with a minimum of Federal control, but with continued support of and commitment to their objectives. In line with this goal, our fiscal year 1983 budget proposes not only the establishment of the Foundation but also some other initiatives toward consoldiation, simplification, and reduction of Federal education programs.

I emphasize that, while we are proposing to abolish the Department of Education, we are not proposing to abolish the Federal role in education.

...we anticipate that many of these reductions in Federal funds will be partially offset by increased State, local, and individual contributions that will be possible if a revitalized economy improves tax bases for property, sales, and State income taxes by 1983 and school year 1983-84. Of the $181 billion spent nationally on education, only about 10 percent comes directly from the Federal government.

In making these difficult but necessary choices, we have attempted to spread the burden as fairly as possible among various beneficiaries of our programs while still reflecting priority areas. (Statement by the Secretary of Education, March 12,1982)

If there is a Federal role in the future of education in this country, it will be one of helping every State and local school system to be more responsive to today's educational needs and those of the future. The Federal role is to help strengthen the capacity of local and State entities to carry out their responsibilities.

...my job is to be a constructive critic of American education. I care deeply about American education. Because I care, I criticize.
(Speech Delivered by T.H.Bell, April 12,1982)

The limited Federal role includes carefully targeted Federal assistance such as providing a core of continuing research and statistical services; compensatory programs for the disadvantaged and handicapped; student financial aid through grants, loans, and work-study; block grants and consolidated aid to State and local educational agencies; and civil rights complaints investigations, negotiations for voluntary compliance, and referral to the Justice Department for enforcement.
(Statement By the Secretary of Education, April 15, 1982)

The other day I ran across a comment, now some 300 years old, that aptly describes what has happened to the Federal role in education in the last 15 years or so. "Men build too many walls," Isaac Newton observed, "and not enough bridges."

Except for aid to land grant colleges, Washington for more than a century built neither walls to restrict nor bridges to reach out to the education community. It honored the Constitution's Tenth Amendment which delegated responsibility for public education to states and communities. The Federal government confined its activities to collecting statistics on the condition of American schools and colleges.

But the Constitution also contains the Fourteenth Amendment which says that every citizen is entitled to equal protection under the law. The Supreme Court addressed the Fourteenth Amendment in its 1954 Brown vs. Board of Education decision, ruling that separate with equal public schools for black and white children are inherently unequal.

Congress moved to protect the rights of minorities in the 1964 Civil Rights Act and the rights of women students in Title IX of the 1972 Education Amendments. Congress addressed the rights of handicapped persons in the Rehabilitation Act of 1973 and dealt specifically with the education rights of disabled children in the 1975 Education for All Handicapped Children Act (Public Law 94-142).

This combination of Federal law and court action became the foundation for what I like to call "A Right to Learn Charter."

Then Congress in the mid-1960s began to provide funds to help states and communities implement the charter. A succession of remedial and enrichment programs were enacted to encourage equal education opportunity for disadvantaged, handicapped, non-English speaking, Indian, gifted, and other groups of students with special needs.

Serving these students is an appropriate use of Federal tax dollars in a country dedicated to equal rights for all citizens. But as Federal programs multiplied, they created problems.

Each new program came with its own funding authority for limited purposes and each required school officials to comply with its own planning, monitoring and reporting procedures and all the attendant paperwork. Multiply one program's requirements by 150 programs now administered by the Department of Education and the problems become obvious.

I suspect Isaac Newton would agree with the Reagan Administration if he could see the Jericho of rules, regulations and restrictions walling off these programs from one another with no crossover bridges so that funds for related activities could be combined at the school level. The President believes, as I do, that it is time to bring out the trumpets and bring down the walls.

The instrument we have developed to do this is the Elementary and Secondary Education Consolidation Act. It has already been sent to Congress.

The Act proposes consolidation of 44 elementary and secondary education programs, essentially those for disadvantaged and handicapped children and children in desegregating schools. In the process it does away with 220 pages of laws, 400 pages of regulations and thousands of pages of additional guidelines. For State education officials alone it will save more than 330,000 man-hours of paperwork a year.

More important, we are confident that children will be better served because State and local officials will have discretion to draw on combined program resources to provide needed activities for these children that may vary from one school district to another.

The Consolidation Act supercedes the laws under which the 44 individual programs have operated, and this will give State and local school people more leeway in determining the best learning programs for various groups of children. Over the years, some program legislation in my view has become too prescriptive. Public Law 94-142, with its requirement that every disabled child have an individualized education plan (IEP), is the most glaring example. By mandating the IEP approach and no other, the Federal government has imposed its pedagogical judgment on special education and other professionals who should be making these decisions. The rights of handicapped children to a free appropriate education, with the IEP as one option, will continue under Section 504 of the Rehabilitation Act even if the PL 94-142 requirement is phased out under the Consolidation Act.

We plan other actions in other program areas -- vocational education, for example -- that will return to States and communities the major responsibility for meeting the needs of students, the education community, and the nation.

September 1982--Issue

Action in Teacher Education, guest editorial

T.H. Bell - U.S. Secretary of Education

We are committed to returning local control to local communities and reaffirm the belief that there can be no substitute for the aggressive pursuit of educational quality.

This Administration has advanced several far-reaching education initiatives which if approved by Congress will help reverse the tragic decline of American education. Let me briefly mention just a few:

- To dismantle the Department of Education and in its place create a sub-cabinet level Foundation for Educational Assistance.
- Continue to consoldiate federal programs into "block grants" and turn these programs back to the states.
- Work to establish a fair system of tuition tax credits, to create equity for those families who are faced with the double burden of taxation and tuition.
- To re-establish the fiscal and philosophical integrity of the student financial aid programs through enforcing reasonable eligibility requirements to focus this assistance on individuals who would otherwise be unable to afford a college education. And to insure that those individuals who get the loans repay them, so that other students in the future may receive help from this program.

And finally, to review and revise the Federal role in education to assure that future education decisions will be made at the state and local levels...so that the Federal government takes a permanent backseat to local government in future policymaking.

October 22, 1982 - Jackson, Mississippi
T.H. Bell - U.S. Secretary of Education

...As an Administration, we are trying to profoundly alter the decline of American education by reversing the tragic trends of lower test scores, increased government interference at all levels, and the erosion of the traditional responsibility of the family for providing education which is appropriate to individual needs.

To accomplish this, we are trying to re-establish the balance between the local, state and Federal roles in education policymaking.

Of all of the activities of the Federal government, the Federal role in education is one of the better examples of how far things have gone out of balance.

As you know, the original writers of the Constitution did not include education as a stated responsibility of the Federal government.

In fact, Article 10, if interpreted in the broad sense, indicates that education was expressly meant to be "left" to the states and localities.

Despite this, we have seen enormous growth, especially in the last ten years in the Federal role in education.

I am not just talking about the "explosion" of Federal taxpayers financial support of education programs; I am also saying that intrusive regulations reach further than ever before -- all the way into the classroom at the local level.

This intrusiveness robs local parents, teachers, administrators and school boards of the ability to be creative and show initiative in meeting the challenge of local educational needs.

It creates a standardized sameness in teaching techniques. It all but excludes the family from decisionmaking. It discourages that spark of creative genius that has made America the progressive, productive and profoundly good country that it is.

President Reagan has a strong personal interest in education. He and I share the same concept of how to reverse this government intrusion.

We have set a course, and begun the process of re-emphasizing education quality; re-establishing the rightful roles of the family and local school boards; and removing the overly prescriptive government regulations which sap resources and constrain local flexibility.

Federal Role In Private Education

Your schools and colleges (AICS) have immensely bright futures ahead of you, if you can meet the challenges and keep an eye on the education and job training needs of tomorrow. You have proved for many years that you can do this, I think you will keep going. I want you to know that at the Federal level we support you and will make every effort to insure your autonomy, your diversity, and your ability to provide educational opportunity.

New Orleans, Louisiana--October 22, 1982
T. H. Bell - U.S. Secretary of Education

FOUNDATION

The Foundation will retain and provide funding for selected programs and functions which are appropriate to the limited Federal role. These include:

A core of continuing information, statistical and research services;

Block grants and consolidated aid to State and local educational agencies;

Student financial aid through grants, loans, and work-study;

Compensatory programs for disadvantaged, handicapped and other groups; and

Civil rights complaint in investigations, compliance reviews, and negotiations for voluntary compliance.

Administration of each of these programs and functions can be accomplished with a minimum of Federal control, while assuring continued support and commitment for their objectives.

Some 28 programs that are not directly related to education support would be transferred to other agencies and 23 existing education programs of low priority or that have served purposes would be terminated.

...we will also strictly limit the Foundation's authority to regulate to what is legally required.

Presided over by a Presidentially appointed Director, the Foundation will be established in fiscal year 1983 if our proposals are enacted by Congress.

Statement by the Secretary - Feb. 24, 1982
T.H. Bell

Our recommendations for fiscal year 1983 reflect one underlying theme -- that education is primarily a responsibility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a Foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education.

This includes carefully targeted Federal assistance -- such as providing a core of continuing research and statistical services; compensatory programs for the disadvantaged and handicapped; student financial aid through grants, loans, and work-study; block grants and consolidated aid to State and local educational agencies; and civil rights complaints investigations and negotiations for voluntary compliance.

Administration of each of these programs and functions can be accomplished with a minimum of Federal control, while assuring continued support and commitment for their objectives. Under the Foundation proposal, some 28 programs that are not directly related to education support would be transferred to other agencies and 23 existing education programs of low priority or that have served their purposes would be terminated.

I emphasize that while we are proposing to abolish the Department of Education, we are not proposing to abolish the Federal role in education.

Our fiscal year 1983 budget request for the Foundation of $8.8 billion, when added to the programs which would be transferred to other agencies, totals $10 billion for programs now in the Department. This reduced funding must be viewed in the context of a very critical fiscal situation. With this Administration's projection of a $91 billion deficit and the Congressional Budget Office projecting a deficit in excess of $120 billion, we have had to adopt a somewhat austere budget proposal for education as well as for other Federal programs.

Our proposal includes reductions in both 1982 and 1983 for most programs as part of our continuing effort to revive the Nation's economy. We know these will not be achieved without some pain. However, we anticipate that many of these reductions in Federal funds will be partially offset by increased State, local, and individual contributions that will be possible if a revitalized economy improves tax bases for property, sales, and State income taxes by 1983 and school year 1983-84. Of the $181 billion spent nationally on education, only about 10 percent comes directly from the Federal government.

Statement by T. H. Bell, Washington, D.C., March 2, 1982

Our recommendations for fiscal year 1983 reflect one underlying theme: That education is primarily a responsbility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a Foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education.

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(Statement by the Secretary of Education on the Fiscal Year 1983 Budget, March 12, 1982)

Handicapped

...the overriding interest of the Department, and my own personal commitment, is to ensure that every handicapped child in this nation receives a free and appropriate public education. I strongly believe that the commitment which we undertook in P.L. 94-142 to educate our nation's handicapped children marks both our compassion and our determination that handicapped individuals should be a part of the mainstream of American life.

Commitment to educational rights for the handicapped was the first pillar on which we built our analysis of the regulations under P.L. 94-142. The second is our confidence in the education system of the nation. We believe in our nation's schools and in the thousands of dedicated individuals who work to educate the nation's young people. We have faith in the wisdom, the compassion, the experience and the judgment of our teachers, school administrators and school board members.

There are approximately 16,000 local education agencies throughout the country, each of which has a board, administrators, and teachers dedicated to providing a quality education to all children in the school district. We do not believe that all of the virtue, wisdom, and good intention relating to handicapped students resides in Washington, D.C. The commitment to the handicapped is evident throughout the nation -- as illustrated by the fact that all 50 States have special laws providing for education of the handicapped. Many States had laws protecting the educational rights of handicapped children long before the Federal statute was passed in 1975. As we examine regulations on the Federal level, we must keep these laws in mind. Our rules must be designed to harmonize with State laws that also protect handicapped children.

In creating the Department of Education, the Congress specifically provided that "the establishment of the Department of Education shall not increase the authority of the Federal government over education or diminish the responsibility for education which is reserved to the States and the local school systems." In addition, the Congress provided that "It is the intention of the Congress...to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs...". We have faith in our nation's schools and strongly believe that the Department must stay within its mandate not to interfere with the rights of the State and local governments and school systems.

The third pillar on which we built our analysis is contained in President Reagan's Executive Order 12291. We share the President's philosophy that the Federal government should not impose overly prescriptive, intrusive, and burdensome regulations which cause unnecessary paperwork and divert time and attention from the essential purpose of the Act -- providing education to meet the unique needs of handicapped children.

...our analysis was based on the belief that the Congress is the law-making branch of the government and that the executive branch should follow statutory provisions closely and carefully. We have carefully examined the statutory language and the legislative history and have attempted to conform our regulations to the intent of Congress.

The existing regulations for P.L. 94-142 were published five years ago when we had little experience with the legislation. It was always recognized that the regulations would need to be revised as the nation's school systems gained experience in implementing the concepts and procedures contained in the regulations.

In December 1980, the previous Administration published a notice of intent to publish regulations, interpretative rules, or policy statements which elicited over 300 responses from a wide range of interested parties. This Administration built on this review process, and distributed more than 1500 copies of a briefing paper requesting further public comment. After 19 months of intensive discussion, and the review of more than 3,000 separate items of correspondence and analysis provided to the Department, we have published a Notice of Proposed Rulemaking which would amend the regulations.

...we are holding a series of nine public hearings and briefings throughout the nation. We have conducted, and will continue to conduct, extensive briefings with interested groups and individuals and have established a special task force in the Special Education Programs office to review all comments received.

We are open and we are seeking the widest possible input. We will consider the comments fully and will make necessary changes before publication of a final regulation. We hope that those who participate in the process with us will make meaningful and thoughtful comments, and that the discussions can be conducted in an atmosphere of mutual trust and respect for varying points of view.

We look forward to working with interested individuals around the nation on these regulations. We believe they faithfully carry out statutory purposes, that they improve the process, that they will ensure appropriate benefits and protections for handicapped children, and that they will promote greater efficiency and flexibility for those charged with administering these important educational programs.

The statute establishes the "individualized education program" (IEP) as the cornerstone of the provision of special education and related services for each handicapped child. Over the years, comments from the field and program monitoring reports have brought to light some problems in implementing the present regulations on the IEP process.

The proposed regulations attempt to ease the paperwork and administrative problems while maintaining requirements essential to ensure protection for children and parental involvement. For example, the paperwork burden of maintaining detailed documentation of attempts to notify parents is removed and the requirements detailing precisely the content of that notification are deleted.

However, the proposed rules are consistent with the statutory requirements that parents have an opportunity to participate in the IEP process and that they be fully informed of their rights. Our proposed regulations emphasize the flexible and cooperative process of developing a handicapped child's educational program.

The Department has received complaints that the large number of individuals who attend IEP meetings leads to nonproductive and time-consuming meetings. Our proposed regulations provide that attendance at IEP meetings need not include persons other than those required by the statute. ...it should be emphasized that other persons may attend the IEP meeting at the discretion of either the parents or the school.

Our proposed regulations would continue to require multidisciplinary evaluations of all children with severe, multiple, or complex disorders, including a specific learning disability. ...they would require that each child's evaluation be sufficiently comprehensive to diagnose and appraise the child's suspected impairment. ...in recognition of sound education practice and the shortage of highly trained professionals in evaluation, we did not feel it appropriate to have a national mandate for multidisciplinary evaluation of every child. Our studies show that in many cases a full array of professionals is not needed to diagnose a child's impairment. For example, in most instances, speech-impaired children can be appropriately diagnosed by a single specialist in the area of speech therapy. Under our proposed regulation, the time of other professionals, needed for evaluation of children with complex problems, could be devoted to those children.

The proposed regulations would add provisions designed to expand protections for handicapped children. For example, States would be required to adopt reasonable timelines for the interval between a child's identification as being potentially handicapped and the evaluation of the child.

We believe this requirement will help curtail waiting lists for evaluations, and assure that children are evaluated in a timely manner. The NPRM would delete the specific Federal timeline for the interval between an evaluation and an IEP meeting and would require that States set timelines instead.

We believe the States will set reasonable timelines. Greater flexibility in timelines will allow schools to make moderate adjustments and better assure that the needs of the handicapped are met.

We have ...proposed to expand the timelines for due process hearings and reviews from 45 to 60 days on the local level and from 30 to 45 days on the State level. It is important to point out that it is unnecessary to go to due process procedures in the vast majority of cases. In 1980, for example, there were only 1,166 due process hearings at the local level -- at a time when 4 million students were receiving special education services. More than 85 percent of the hearings are not concluded within current timelines -- thus indicating that the present rigid and short timelines do not, in fact, work in practice. Additionally, the short timelines make it difficult for mediation and conciliation processes, which we encourage, to come into play. We feel that the expanded timelines will allow for mediation and thus reduce the adversarial nature of the due process hearings and reviews.

A controversial area in the administration of P.L. 94-142 has been the definition of "related services." As you are aware, the statute excludes most medical services from the definition of "related services." It is a particular concern of mine that education dollars be used for the education of students -- not for medical care. This is not to downgrade the need for good health care. Healthy students are essential for learning. ..., it is important that education budgets -- scarce as they are -- be spent for learning.

The NPRM carefully defines medical services as those services relating to the practice of medicine, and looks to the State medical licensing authorities for a determination of what constitutes a medical service. The statute requires the provision of medical services that are necessary for diagnostic and evaluation purposes. The regulations would also require schools to provide clean intermittent catheterization where it is necessary to allow the child to benefit from special education and where it is not regarded as a medical service under State law.

Mental health services are not categorically excluded as "medical services" since some such services may constitute counseling or psychological services or other developmental, corrective or supportive services required by the Act. On the other hand, certain services, such as the administration of psychoactive drugs and electroshock therapy would very likely fall within the practice of medicine, as determined by the State medical licensing authorities.

For the first time, the regulations would deal with disciplinary procedures. Under the NPRM, handicapped children would be provided special protection against discipline for behavior which was caused by the child's handicapping condition. Persons familiar with the child and the behaviors associated with the handicapping condition would be involved in determining whether there is an association between the behavior and the handicap.

We believe that this regulation will clear up some confusion about disciplinary standards -- confusion that has led to costly and complex litigation in State and Federal courts. If the handicap is not the cause of the misconduct, the handicapped child would be treated like any other child.

The requirement established by the Act to educate handicapped children with non-handicapped children to the maximum extent appropriate is unaffected by the proposed regulation. At present, 93% of all handicapped children have been placed in programs in regular school settings. A majority, 68%, are in regular classes. We believe that our proposed modifications in the regulations will promote even greater integration of handicapped students with the non-handicapped. For example, we have deleted the requirement that each school district maintain a "continuum of alternative placements"; we believe that this provision may have worked to encourage placement in a more restrictive environment simply because these more restrictive alternatives were in place. It is our feeling that under the proposed regulations schools will continue to place students in a variety of alternative placements, but the placement decisions will be more individualized.

The Department believes that in enacting P.L. 94-142, Congress was not unconcerned with the education of non-handicapped children, though its focus was on those who are handicapped. We have proposed a regulatory provision which would require the school to consider a handicapped child's placement in light of any potential harm to the child and allow it to consider the child's placement in light of any "substantial and clearly ascertainable disruption" of the educational services provided to other children in the same class.

This provision would clarify a comment in the existing regulations in a way that will further protect handicapped children. A new guideline in the NPRM makes clear our intention that this provision is to be narrowly construed and is to be applied only in very limited circumstances.

Clearly, the placement of a handicapped child outside a regular class is not warranted, for example, where the adverse effect on other children is speculative or relates only to isolated incidents of disruption.

A study conducted by Applied Management Sciences in 1980 indicates that most schools consider the effects on other children. The study showed that student behavior was the fourth most frequent factor of twenty-eight considered by committees in determining placements for handicapped children. The proposed regulation will provide clearer standards for defining disruptive behavior that can affect regular class placements.

...studies and reports -- including one recently released by the General Accounting Office -- have shown a sizable increase in the number of children identified as learning disabled. We believe that the strong criticism from GAO that far too many children are being placed in LD classes is fully justified. The proposed regulations make changes in the eligibility criteria which are intended to encourage and stimulate States to establish more rigorous standards to prevent the classification of children as learning disabled where they either have some other impairment or are not impaired and should not be placed in special education programs.

The modified criteria would provide that the discrepance between a child's achievement and ability must be severe and verified, and must be the result of one or more of the serious and identifiable conditions specified in the statute. The proposed regulations would exclude from this category children whose learning problems are primarily the result of inappropriate instruction, lack of readiness or motivation, delayed maturation, or factors external to the child.

Statement, Washington, D.C., August 10, 1982
T.H. Bell - U.S. Secretary of Education

I strongly believe that the commitment that this Nation has undertaken to educate all handicapped children marks both our compassion and our determination that handicapped individuals should be a part of the mainstream of American life. Let me make it clear...that the overriding interest of the Department and my own personal commitment is to ensure that every handicapped child in this Nation has available a free appropriate public education.

According to the testimony received at the hearings on our proposed regulations, the impression is widespread that we are diminishing the basic rights of handicapped children through these proposals. It is essential that we establish at the outset of this testimony, and for the record, the extensive protections of these rights that have been maintained in our proposed rules. I will quickly enumerate the most significant of these provisions:

1. Every handicapped child is guaranteed a free appropriate public education.
2. Each child will be entitled to an individualized education program that is designed to meet his or her unique needs.
3. Each child will be assessed in a manner sufficiently comprehensive to diagnose and appraise any suspected impairment.
4. Parent notification prior to both evaluation and placement will be assured.
5. Provisions for hearings and appeals are maintained. This includes the opportunity for impartial hearings and the administrative review of all aspects of the child's rights to a free appropriate public education. Requirements for the impartiality of hearing officers have been strengthened.
6. Under a new provision handicapped children cannot be subjected to serious disciplinary sanctions for behaviors that are caused by the handicapping condition. Furthermore, the proposed regulations prohibit discrimination on the basis of handicap in this area.

We must remember that all provisions of Federal law and regulation will receive full Departmental support and implementation as well as consistent monitoring for compliance although we continue to have a strong commitment to local and State control of education. These Federal provisions continue to protect the rights of handicapped children, and they override all State laws and local rules that might be contrary to them.

...proposed revisions contain a number of important added protections. For example:

- A requirement that the State plan include a description of policies and procedures that will ensure that related services will be provied.
- A provision that each State plan must include reasonable timelines for the interval between the identification of a child and the child's evaluation.
- A new provision that requires public agencies to provide an evaluation for each child that is sufficiently comprehensive to diagnose and appraise the child's suspected impairment.
- Language to require that services be provided to a child after the IEP meeting as soon as services are required rather than as soon as possible.
- A provision to clarify the use of insurance proceeds in order to protect parent's assets.
- The proposed regulations expanding the rights of parents and students under the Family Education Rights and Privacy Act (Buckley Amendment).

In all cases where we grant discretion to the State and local officials, we assume that they will act in the best interest of handicapped children. In cases where this is not so, there are provisions for appeals and hearings, and there are added monitoring and enforcement procedures of Special Education Programs and the Office for Civil Rights.

Parents and children still have these rights, and the discretion granted to school systems will continue to be subject to these appeal and enforcement provisions that remain in our proposed regulations.

This commitment to education for our handicapped children is the preeminent perspective from which the Department began its review of our regulations under P.L. 94-142. Our review has been extensive, starting with a "Notice of Intent" to review, and possibly revise the regulations published by our predecessors in December, 1980.

Over 2,500 separate items of correspondence and analysis provided to the Department were examined prior to the publication of the Notice of Proposed Rulemaking.

...the Department decided to have a 90-day comment period, much longer than the usual comment period for such regulations. In addition, we have already held nine public hearings throughout the Nation, and have scheduled two additional regional hearings next week.

In each hearing we expanded the time slots and provided an opportunity for as many individuals and groups as desired to express their views on these regulations. To date, the Department has received more than 2,500 comments through the mail. The hearings of this subcommittee will also be a valuable part of our progress.

The processes which the Department is employing in the consideration of these proposed rules illustrate the commitment that we have to be open, to consider all comments, and to arrive at final regulations which will, in fact, be designed to provide the most extensive, and the most efficient, education for all handicapped children.

In order to further the national debate on this issue, I would like to review for you...some of the problems which the Department was attempting to address in proposing new regulations, and the manner in which we arrived at the proposals which were published... . If there are other, better, ways of resolving those problems, in your view, we would be most appreciative of your contributions.

The Department entered into this process in good faith with the express purpose of resolving a number of problems which had developed as the result of implementing the current regulations.

One controversial area is the provision dealing with parental consent. Basically, the data from our 5 years of experience has demonstrated that the concept of parental consent was well accepted by the States and local districts and vigorously supported by parents and professional groups.

The consent provision in the current regulations did, however, present one major disadvantage -- it forced school districts to go to due process procedures in order to provide educational services to children whose parents failed or refused to respond to the schools' proposals to meet in the child's educational needs. In such instances, we felt the school should have more of a decision-making role, and not be restricted by the consent requirement.

A number of parent groups have viewed the Department's motives as attempts to undermine parental rights. This view is far from the truth. The Department has no intention to undermine parental rights; rather our intent is to strengthen the rights to a free appropriate education for all handicapped children by allowing school districts to exercise their responsibilities to provide appropriate services, unencumbered by Federal consent requirements, in those rare instances of parental non-involvement.

A rigidly prescribed nationwide rule is often problematic because of the need, in unusual circumstances, for an exception to be permitted for the benefit of a small number of children who would otherwise be denied necessary services.

The problem with the current provision relating to parental consent is typical of several of the problems in the existing regulations.

There are fifty States with fifty different sets of State laws. It is hard to write a rule or draft statutory language on the Federal level that respects all State laws. Federal education legislation and Federal regulations laid down on this very large and complex universe of 16,000 school districts working within the framework of 50 different sets of laws enacted by the State legislators and affecting 4,000,000 children must, to the extent that it is feasible, be general in nature.

We need a framework in which we can work with the States. As we strive to assure equal educational opportunity on the Federal level, we must remember that the entire responsibility for education was left to the States when our Federal system was established.

The statute establishing the U.S. Department of Education contains very strong language prohibiting the Secretary and his staff from exercising control over American education. We want our schools controlled from the grass roots where decisions are close to the home and communities. The locally elected school board is a rich and necessary tradition in our total system of governance in education.

We have another issue that further complicates this matter. It has to do with your duties as lawmakers and my duties as a member of the Cabinet working in the executive branch of our government. When is the rulemaking authority to implement the law administratively exceeded, and when is lawmaking by the bureaucracy instituted? Historically, Congress has been concerned with the additions to the law that have grown out of regulations written by bureaucrats.

In the example just discussed concerning the requirement for parental consent for preplacement evaluation and initial placement, Congress has provided neither statutory language nor legislative history. We need to be a bit careful about lawmaking in the executive branch.

The other side of this issue is that we must administer the laws. As we work with State and local education agencies, we need to study the legislative history carefully, and as best we can, reflect in our rules and guidelines, the intent of Congress when the law was enacted.

At times, we get conflicting messages from the Congress and we labor with the ambiguity in the language of the statute. For example, many of the legislative leaders who have been active in education matters in the House and Senate have been here for many years. They are the ones who admonish us about Federal control over schools and colleges and then protest vigorously when we want to loosen up the rules a bit and delegate some responsibility to local school boards and State Departments of Education.

...the other side of this issue is the fact that local and State education officials are at times found not to be the most diligent defenders of the rights of the handicapped, minorities, and women. You can quickly remind me of the progress that has been made in civil rights and in equal educational opportunity because of Federal legislation.

I have tried to draw upon my own experience as a Superintendent of Schools in three different States, as a State Superintendent of Public Instruction, as a State Commissioner of Higher Education, and as one who is now serving for the third time at the Federal level. Those of you who disagree with the proposed changes in these regulations may observe that with all that experience I should have displayed more wisdom in the proposed rules changes that we have published. But I do tell you as sincerely as I can that I spent many hours on these proposals, and I felt that the changes were needed and that they would - on balance - be good for American education and good for handicapped students.

Another area of controversy has centered around the provision relating to disciplinary procedures. This is a significantly different problem than the one I described earlier relating to parental consent. In this instance, the Department faced a situation in which school districts found themselves in an often irreconcilable dilemma, a dilemma posed by the necessity of providing a free appropriate public education and the equal necessity of maintaining control of the educational environment.

In this situation, States and local school districts requested guidance from the Department on how best to resolve this issue. Again, let me clearly emphasize that the Department's purpose was not to undermine access rights or to dismiss school district responsibilities for discipline, but to arrive at a balance between rights and duties, protections and responsibilities - and to do so in the most responsive way.

...I can assure this Committee that the Department's only intention is to resolve a persistent problem which was not satisfactorily addressed in the current regulations.

Another issue, also dealing with behavior, has to do with the controversy regarding the provision of special educational services within the least restrictive environment (LRE), particularly in reference to the section dealing with a public agency's consideration of "a substantial and clearly ascertainable disruption" of educational services to other children in making placement decisions. The concept of LRE has been substantially accepted and supported by the entire educational community. However, one persistent problem remains, that of devising realistic guidelines for decision-making in determining the most appropriate individualized placement for the child.

School districts and parents have continued to approach the Department for guidance on this problem. Some indicators currently exist regarding this problem. Both the current regulations and the Section 504 regulations provide some guidance regarding the balance between the rights of disruptive handicapped children and nonhandicapped students in placement considerations. In addition, our implementation data suggest that school districts already consider the behavior of handicapped students during placement decisions.

The Department's proposed standard regarding behavior does provide guidance in an area where it has been specifically requested by States and school districts and where current standards are varied and ambiguous. In addition, I consider the Department's language to be strongly supportive of the Congressional preference for the least restrictive placements for handicapped students. The language of the provision, combined with the guideline emphasizing that the provision may be applied only in very limited circumstances, is clearly supportive of integrated placements, while providing for behavioral determinants within placement decision-making.

During the discussions that I have had with a variety of educators and parents, a number of individuals have commented on the apparent inconsistent approach the Department has used in developing the proposed revisions: in some instances we have deleted requirements, in seemingly similar circumstances we have added requirements, or we have used the same justification to both delete and add requirements.

The details that I have provided to this Committee today should alleviate any fears regarding an inconsistent approach in developing these revisions. The implementation process has not resulted in a uniform level of success in each of the many areas that the statute addressed, nor have the current regulations been equally clear in articulating Congressional intent or adapting to unanticipated events.

I anticipate that the comments the Department receives from the hearings and from written position statements will increase the number of variables that we will consider in developing final regulations. We have drawn heavily on informal public comments and implementation experience in develoing the proposed revisions and we will continue to depend upon the input received during the comment period to either validate our thinking or to construct modified or alternative solutions.

Statement - Washington, D.C., Sept. 29, 1982
T.H. Bell - U.S. Secretary of Education

Youngstown has every right to be real proud of this new educational and social service you are inaugurating here today for the blind and disabled of the Eastern Ohio Region for a number of reasons:

For the first time anywhere in the world, free tape-recorded encyclopedia information is now available by the telephone for blind, visually impaired and disabled persons.

Once again, Youngstown, Ohio demonstrated its can-do spirit for putting together this imaginative mix of public/private organizations and Federal and local funds to make possible this spendid service for the blind and disabled of your community.

In fact this process and technique which you have demonstrated is setting such a marvelous example of what President Reagan has called for in his private sector initiative, that I have personally called attention to this project over to the White House Task Force on Private Sector Initiatives... It is an example of what is being done in grassroots America to take care of those with special problems.

I am pleased to be able to say that $360,000 of a Department of Education grant developed the cassette machine and the cassette which made the technology possible for this service.

The World Book Encyclopedia (William Nault) made its information resources available.

The American Printing House For the Blind produced the tapes.

The East Side Boosters Club (Loreta Browne) raised $[illegible],200 to buy the technology.

The Telephone Pioneeers -- local retired telephone employees installed the equipment for free and gave the use of a telephone line for a year.

What you have done over again in Youngstown is to give feet and hands to an idea and made it work. In this instance you have also demonstrated that you have given new "eyes" as well by using the most modern of technology for education of the blind and disabled.

Congratulations are in order for all of you who have worked so hard and devotedly to make this unique and exciting project a reality. May you have great success with this talking encyclopedia.

T.H. Bell - U.S. Secretary of Education
Youngstown, Ohio
October 25, 1982

Higher Education

What I'd like to do this morning ... is to take a long range look at some of the forces and events, trends and issues that are likely to impact on higher education during this decade and then make some observations and also some suggestions for the good of our common endeavor and order.

Over a decade ago, Professor Richard Falk of Princeton observed that if mankind was to get safely through the remainder of the 20th century, it would be necessary to solve four major inter-related problems: resource depletion, environmental pollution, population pressures and weapons of mass destruction.

What makes this observation's challenge so much more difficult than previous ones is that these four great national-international challenges must be addressed and resolved simultaneously because this failure to deal successfully with any one of the four could spell disaster for our nation and civilization.

And just last spring at Middlebury College the banker Felix G. Rohatyn, the man who saved New York from bankruptcy, defined the problems facing us somewhat more specifically: The rapid growth of a permanent underclass in America: the residents of inner-city ghettos, Black and Hispanic, under-educated, under-skilled, without real hope of participating in the future of the country.

The regional split between sun belt and frost belt, which is accelerating and will leave the northern half of the United States in serious difficulty.

The decline of our traditional manufacturing sectors (auto, steel, glass, rubber) and automation which will create long-term unemployment in the hardest hit part of the country.

Illegal immigration in great numbers, especially from Mexico, which will create additional social tensions unless we produce enough jobs to absorb our own unemployed along with the new arrivals.

Nuclear proliferation and the need to control and reduce the level of nuclear weapons while being realistic about Soviet power.

The decline of the written press and the dominance of television in the political dialogue of the nation.

The roller-coaster of an economy that knows only inflation or recession, or both, but cannot produce stable non-inflationary growth.

What on earth is going on in the U.S.? Taking a page from Alvin Toffler's latest book, The Third Wave, Michael Annison, Vice President of the Naisbett Group (N.Y.C. based organization that prepares trend reports on social and economic changes in the country recently addressed the ECS's 16th annual meeting in Portland) theorized that the U.S. is undergoing the Third Restructuring of American Society.

The challenge to the American educational establishment will be enormous...to many people the public schools seem to be linked to America's past instead of preparing students for the future.

Let's briefly look at some of the trends and consider how they might impact on higher education as it tries to meet these new societal needs.

NCES projects the number of students in public schools will start to increase in the 1983-84 school year and continue on into the 1990's.

A boomlet rather than a boom and only for certain areas of the country.

The Northeast and Midwest would not benefit. The Southwest, Rocky Mountain area, Southeast, the plains and Far west would benefit.

David Brenneman of Brookings predicts in a report entitled: The College Enrollment Crisis, What Every Trustee Must Know: emptier halls of Ivy by the 1990's because of a 15% drop in high school graduates -- (1979 4.3 million) -- (1994 3.2 million). Which he says force more than half the nations 3,085 colleges to scale down programs and will cause as many as 200 of America's 1,587 private colleges -- most of them small non-selective liberal arts schools to close. This 10-15% decline can only be partially offset by more aggressive recruitment strategies of older or minority students.

Minority youth will comprise nearly 30% of all our youth by the year 2000. Thus the nation work force national productivity, ability to compete internationally and to defend ourselves in the era of high technology and information processing will depend increasingly upon minorities -- the very ones our nation's colleges and schools have been the least successful with.

According to Ernest Boyer and Fred Hechinger, Higher Learning In The Nation's Service, "Because of declining birth rates, the number of 18-24 year olds in the United States will drop 23% by 1997. This means that fewer young people will be able to do the nation's work... Further, the ethnic and racial composition of young America is changing.

While the population among Black and Hispanic Americans remains large and will proportionately increase. Today, slightly more than one-quarter of white Americans are under 18 years of age, but nearly one-half of all Hispanics and over one-third of all Blacks fall into this youth category.

On October 4, 1982 the 25th anniversary of Sputnik was celebrated and my old friend Ernest Boyer recalled that then "the public seemed to turn to education for answers to a critical problem.

Teachers and local schools were brought into the action. Today with the economic competition of Japan and the four so-called "new Japans", Hong Kong, South Korea and Singapore, the U.S. faces the urgent need to increase its math, science and technological skills as it did in the late 1950's. Maybe, Boyer suggested, "what we should do is get the Japanese to put a Toyota into orbit."

If we don't upgrade our math and science skills and offerings and soon we may as Harvard professors Hofheinz and Calder warn in their new book, The East Asia Edge: "Over time we may come to think of ourselves as the agricultural hinterland to the East-Asian industrial centers," — a mere appendage to the world economic heartland as it shifts westward across the Pacific Basin. What are we going to do to prevent the torch of civilization from being passed to East Asia? Has western civilization after nearly one-half millenium of dominance lost its inner drive especially its free enterprise, middle-class venture capitalistic spirit?

Almost overnight we have witnessed a computer revolution as our youth have turned into a "Pac Man generation" and our large and small companies have embraced the computer today and will adopt the robots tomorrow. Consider the planning of one large insurance company.

- 1982 one computer terminal for every 5 to 6 employees
- 1985 one computer terminal for every two
- 1990 one to one ratio (or even sooner with $100 computers now available)

This insurance company has concluded that it is essential to provide basic computer literacy to the bulk of its employees and that ways must be found to share resources between business, private and public higher education institutions to the materials benefit of everyone concerned.

DOD and ED are in the process of establishing a joint task force on general and education vocation skills and defense preparedness. Because of the current and accelerating demands of high technology and information processing for higher skills and standards in math, science, and computer technology for

High school graduates

DOD civilian personnel

Military retraining and remedial work

By the year 2000 almost 1,000,000 new jobs will be generated for computer programmers alone in the U.S. ($13,000-$25,000)

The BLS estimates that careers in the information technology field will increase at an unprecedented rate during the 1980's surpassing demands in other career fields by a 3 to 1 margin.

Although engineers are &% of U.S. graduates they get 2/3's of all jobs offers from business and industry. (And 1/2 of the U.S. Ph.D's in engineering go to foreign citizens)

Math and computer science graduates already get a disproportionate share of job offers to that of other degrees.

The Rise of The New Illiteracies

The old functional illiteracy was bad enough -- 25 million Americans that could not cope with the complexities

of modern society.

Drivers license

Job applications

Insurance policies

Consumer directions, etc.

...there are new forms of illiteracy stalking our land that have even more dangerous implications for America's future security, competitiveness and the common welfare.

Science and technological illiteracy on the part of the American people.

Computer illiteracy threatens to split America into those who understand them and those who don't and are hence barred from the new jobs and further manipulated in a new and insidious form of discrimination.

Civil Illiteracy

- only 50% of our people voted in 1980
- little knowledge about Bill of Rights, Declaration of Independence and Constitution
- largely unware of the working of our democratic Republic form of government.

Complexities and inter-relations of various levels of government: Federalism - old or new is a new and strange term to most Americans.

Historical Illiteracy

- Don't know the main contributions of Western Judo-Christian civilization (institution, religion, law culture)
- Don't understand American history - literature, cultural, traditions, values and heroes.

Massive Language Illiteracy

- Mastery of English written and spoken. The golden key to success in our society.

Math/science illiteracy

Computer (cobal/fortand/pascal/signet) illiteracy

Foreign languages illiteracy (economic and security needs)

The need to consider new forms of cooperation between business and industry, the government and private and public higher education institutions.

new sources of funds for students and institutions

new mission

new consortium

Consider that Clark Kerr recently said at the University of Maryland (June 1982, Washington, D.C.) almost all "the fundamental changes (in American universities) over the past 20 years have largely failed...academic reform was overwhelmed by faculty conservatism. Changes in formal governance have generally made little difference and when they did, mostly for the worse.

Stanford University education professor Michael Kirst recently suggested that there were two major approaches to education reform:

The reform by addition approach - the systematic laying on of functions, categorical programs and personnel to existing structures.

Basic rethinking of the educational structure approach in order to produce the most cost effective approaches and not require new financial or personnel or any new resources by the school districts.

The need to devise new retruitment, admissions and financing procedures and practices to:

Counter the lack of 18 year olds; soaring tuition and living costs; the need for guaranteeing access to higher education, the national need for educated and trained manpower; foreign student challenge; middle class families priced out of the private higher education market.

According to the Office of Technology Assessment Report "Informational Technology and Its Impact On American Education", "modern society is undergoing profound technological and social changes brought about by what has been dcalled the information revolution. This revolution is characterized by explosive developments in electronic information technologies and by their integration into complex information systems that span the globe. The impacts of this revolution affect individuals, institutions and governments -- altering what they do, how they do it, and how they related to the one another.

If individuals are to thrive economically and socially in a world that will be shaped, to a large degree, by these technological developments, they must adapt through education and training. Already there is evidence of demands for new types of education and training, and of new institutions emerging to fill these demands. The historical relationship between education and government will be affected by the role that government plays in enabling educational institutions to respond to the changes created by these technologies

The Reagan Administration has made two related initiatives that I think will bear fruit in 1983-84 - with your help and assistance.

The National Commission on Excellence's report will come out in March 1983.

FIPSE, next March is celebrating its 10th anniversary and is looking for future directions in higher education that will improve the quality and excellence of our colleges and universities.

...here is my challenge to you all:

Why don't you arrange for a formal national dialogue reacting to the Commission reports and FIPSE's 10th anniversary and suggest approaches that colleges/universities/the private sector and the Federal (State and local) governments can engage in to meet the enormous challenges of this third restructuring of our society brought about by the twin revolution of high technology and information processing? We will be open minded concerning your recommendations and I can assure you that so will the President.

...I am sure we all here today can agree with a quote from Thomas Jefferson that was Chancellor Robert Hutchins' favorite:

"I know of no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but inform their discretion by education.

T.H. Bell - U.S. Secretary of Education

Twin Cities, Minnesota
October 15, 1982

ILLITERACY

I welcome the opportunity...to talk about a major problem facing this country; in fact, one that is facing the world. That problem is illiteracy. UNESCO statistics indicate that one-third of the world population is unable to read or write.

First, what do we mean by literacy. The older definition deals with the basic ability to read and write. In fact the United States Census defines as literate anyone who has completed six years of school, or who reports being able to read and write a simple message. By this definition in 1880, 20 percent of our total population was illiterate. By 1970 only one percent was illiterate.

However, in the United States, and indeed in all developed countries, we must consider literacy not only on the basis of a fixed inventory of skills -- reading and writing, but we must also concern ourselves with the needs and demands placed on individuals in our society.

Today's post-industrial society is based on rapid technological change and instantaneous communication. Our society demands continuous learning as a necessity for personal survival, effectiveness, and fulfillment. Thus we must define literacy by stressing its functional aspects -- possession of the essential knowledge and skills to enable an individual to function effectively in his or her environment -- the home, the community, the workplace.

The number of adults in this country who are functionally illiterate is large -- and it is growing. The problem is generating widespread concern. The media, newspapers, magazine, television, and radio, -- are informing the public of this growing problem. I call to your attention and submit for the record an article in the May 17 issue of U.S. News and World Report entitled "Ahead: A Nation of Illiterates?" I hope that this Subcommittee's deliberations will serve as an impetus toward helping to solve the problem. Mrs. Barbara Bush, wife of the Vice President and a longtime crusader against illiteracy, is making an invaluable contribution toward national exposure of the problem. The Nation is appreciative of, and grateful for, her assistance.

You are probably familiar with the Adult Performance Level study (widely known as the APL study), funded by the Office of Education and reported in 1975. APL defines literacy as communication, computation, problem-solving and interpersonal relations skills in each of five competence areas: government and law, health and safety, occupational knowledge, consumer economics, and use of community resources.

Using the APL yardstick in 1975, an estimated 23 million adults functioned with great difficulty in our society (APL Level 1). These are the people that we can accurately call "functionally illiterate." An additional 40 million can function but not proficiently (APL Level 2). This would total 63 million Americans not proficient in meeting the educational requirements of everyday adult life.

Since the APL study was made, the U.S. adult population has increased substantially. If the APL sample is still representative, 26 million people are functionally illiterate today and an additional 46 million do not function proficiently, for a total of 72 million Americans who function at a marginal level or below.

In addition to this pool of Americans in need of basic education, each year there are also 400,000 immigrants and in recent years between 100,000 and 150,000 refugees being added to those needing these services. The problems of immigrants and refugees are multifold.

If the immigrants and refugees cannot communicate in English, they may feel "shut out" from most opportunities available in the United States. They would also miss information and meaningful contact with other Americans. Their customs, beliefs, and cultural characteristics may be quite contrary to those found in their new homeland. Their job skills may not be transferrable.

Many of these individuals made a living for themselves and their families in ways that are not comparable to work here. The problems are multiplied for those immigrants and refugees who are illiterate in their own language.

The problems associated with functional illiteracy assault all segments of life -- the armed services, government, business and industry, family, and community. There are no boundaries; functional illiteracy is prevalent in the large cities, small towns, and in the countryside.

Now let us consider more specifically the effects of functional illiteracy on society. We might begin with unemployment. Of the Nation's unemployed, the U.S. Labor Department estimates that up to seventy-five percent of them lack the basic skills of communication, personal relations, motivation, self-confidence, reading, and computing that would enable employers to train them for the jobs that will open up in the next few years.

Labor projections suggest that the number of unskilled and semi-skilled jobs will shrink in the next few years as computers and robots are more comprehensively utilized in factories and offices. Certainly, all persons unemployed do not lack an adequate education, but it is true that those with lower educational levels are the last to be hired and the first to be fired.

For the employed, greater educational attainment yields greater earned income. Incomes among high school graduates are double the incomes of those who have not completed grade school. Census data indicate that even among people holding the same job the ones with greater educational attainment earn higher incomes.

Another effect of illiteracy is the disproportionate percentages of functional illiterates on the public welfare rolls and in our criminal institutions. Although people go on welfare for a wide variety of reasons, across the board, for men and women, for blacks and whites, and for all age groups, a prime common denominator is the level of schooling attained. The proportion of persons with fewer than six grades of school on public assistance is more than double that among those with six to eight years and almost four times that among those with nine to eleven years of school.

With regard to crime and its related cost including imprisonment, lost income of the prisoner, law enforcement and court costs, and welfare expenditures to the prisoner's family; this nation in 1970 expended an estimated $10.4 billion. This expenditure, certaily in part, is related to inadequate education.

Educational Programs Addressing the Problem

First, lets consider local schools and basic literacy skills. The fundamental responsibility to provide an education lies with the local school systems of this nation. It is to these systems that we must look to avoid illiteracy among students who attend them. By and large, these systems ae doing a good job -- and their record is improving. It is the very rare individual today who does not complete six years of school; even the most profoundly impoverished and handicapped have a right to an education in this country.

The rates of illiteracy go down steadily with each younger age-group in the population. The coverage of our educational system seems to be heading off illiteracy among young people. Nonetheless, the one percent who are still fundamentally illiterate represent one and one-half million people, many of them among the older citizens and the disadvantaged.

As you well know, schools have been criticized for graduating large numbers of functional illiterates. Studies have reported that anywhere from 2 to 13 percent of high school graduates were functionally illiterate. Although a great deal of progress has been made in the eradication of functional illiteracy, the National Assessment of Educational Progress study of 17 year-olds reports that 47% of Black urban youth are functionally illiterate. However, almost as a counterbalance, the NAEP study of 9-year-olds reports the greatest progress in reading and writing has been made by 9-year-old black students in the Southeast.

A 1978 study supported by NIE examined estimates of functional illiteracy among high school students and concluded that less than one percent of high school graduates were actually functionally illiterate; five percent (one in twenty) of youth in high school were found to be functionally illiterate, but they were typically students the schools were attempting to serve in some way--retaining them and working with them in special programs.

In many States, competency-based education programs have been established, aimed at the basic literacy and life-management skills needed to survive. In most States with such programs, the numbers of students passing the tests has been going up since the testing began. This indicates, in the absence of regular surveys, that functional literacy among high school students may be improving. As a result, our youth are being better prepared to perform a job and to manage their affairs.

State, local, and Federal collaborative efforts are working on the problems brought about by illiteracy. We believe the proposals of this Administration, enacted in the Education Consolidation and Improvement Act will improve the capability and flexibility of local school systems to concentrate on the fundamentals of education.

In addition we have given strong support for Chapter I programs for the educationally disadvantaged and believe a responsibility of the Federal government is to distribute to school districts around the nation the innovative and positive Title I programs which are working and are making a difference.

One of the older programs to help combat illiteracy is that authorized by the Adult Education Act (Public Law 91-230, as amended). This program provides basic education through the twelfth grade competency for out-of-school adults sixteen years of age and over. The legislation has been in effect since 1965. During this intervening period the program has provided educational opportunities to an estimated 20 million educationally disadvantaged adults. The current level of participation is approximately 2 million adults a year. For Fiscal Year 1983, the funding level is $86.4 million.

Many participants enter with a specific objective in mind, such as obtaining a driver's license. Some leave the program after fulfilling a personal goal that enables the participant to cope better with life responsibilities. Others may separate from the program for work-related reasons.

Some program statistics for 1980 are representative of the main effects of these adult education programs: Some 90,000 participants got a job as a direct result of being in the program and about 55,000 were promoted to better jobs. In addition, 115,000 adults enrolled in other training programs at the conclusion of their adult education studies.

Of those participating in the adult education program, almost 35,000 persons were removed from public assistance rolls in 1980. Others made such personal gains as getting a driver's license (30,000) and learning to do income tax forms (100,000). Just under 25,000 participants registered to vote for the first time as a result of adult education. Enrollments of institutionalized adults (adults in prisons or hospitals) were reported as 136,000.

In 1980 a conservative estimate of over 400,000 limited-English-speaking adults were enrolled in adult education courses and about 12,000 adult education students became U.S. citizens.

The improvement of educational opportunities for adult Indians is also authorized by the Adult Eduction Act. In 1982, just under $5 million provided basic literacy and high school equivalency programs for that population. Instructional programs of high interest to Indian communities, such as legal education, consumer education, and vocational counseling, are being adapted to adult education curricula.

Another major Federal effort aimed at alleviating adult illiteracy is the Vocational Eduction Act of 1963, as amended.

Vocational education, through its many programs, services, and activities, has the primary mission of preparing persons of all ages in all States for work, while also emphasizing equal educational opportunities for males and females, the disadvantaged, the handicapped, students with limited English-proficiency, Indians, and the incarcerated.

Vocational education also retrains and upgrades adult workers to help them keep abreast of the changing needs of business and industry. These programs are designed to provide incentives that encourage workers to acquire new, higher-level skills which will enable them to work in occupational areas where the greatest expansion is expected in the future. These efforts help to reduce the number of workers who are displaced, unemployed, or underemployed because their skills are no longer in demand.

In addition to occupational training, the Act supports basic skills and remedial instruction for adults. The estimate of the Federal contribution to that instruction is $26 million for the current year. As you well know, the State and local expenditures for vocational education overmatch Federal appropriations by a factor of ten-to-one. This is an established program in the States and localities and one which receives the strong local support it deserves. In addition it is a program which has a great deal of potential for cooperation between local school systems and the private enterprise community as D.C. School Superintendent Dr. Floretta McKenzie testified before the Vocational Education Subcommittee last week.

Although the basic responsibility is State and local, other Federal agencies also administer programs to assist in the fight against functional illiteracy.

Some examples are --

Department of Defense -- Basic skills instruction for over 220,000 students at a cost of $55 million for student salaries and $15.5 million for instruction and materials.

Office of Refugee Resettlement, $3.4 million

Veterans Administration, GI Bill for instruction through the secondary school level, $26.8 million.

Volunteerism, while not a new initiative, is one that is receiving an added impetus. Much of this is due to the personal advocacy role of President Reagan. The return to private sector problem-solving and the demand on local communities to meet human needs has brought a new era of volunteer involvement.

A 1981 survey indicated that 52 percent of all U.S. adults volunteered in that year; 12 percent in educational activities.

Volunteerism is not new to the adult education community. However, its current growth, represents an effort to cope with the rate and complexity of changes occurring in U.S. society and with diminishing program budgets that are plaguing administrators of adult education programs.

Volunteers are a valuable resource to, and an integral part of, these programs. National networks are being formed to foster the sharing of ideas, materials, and technical assistance. New national, State, and local associations will provide leadership in the implementation and management of volunteer programs.

A new consolidation effort, now pending before the Congress, will also have an effect on adult literacy. This legislative proposal supports adult basic and secondary education as part of a vocational and adult education consolidation. The purposes of this proposal are to increase flexibility, reduce costs at all levels of government and redirect Federal support to focus on the role of adult and vocational education in local, State, and national economic development. Adult education would benefit from a minimum of 13 percent of the total appropriation. However, States would have the discretion to use additional funds for adult education programs depending on the needs and priorities of individual States.

And lastly, I would like to share with you the Department of Education's plans to coordinate an attack on the problem of adult illiteracy. Beginning with a roundtable discussion, the Department's Office of Vocational and Adult Education, under the leadership of Assistant Secretary Bob Worthington, will seek the counsel of representatives of various sectors of society concerning the illiteracy problem in this country.

Our objective is to foster a collaborative effort among the public, private, voluntary, and military sectors in more effectively addressing illiteracy through adult education. We are also interested in using every possible mechanism to provide an incentive to State and local governments to be more responsive to the needs to reduce illiteracy. We are especially intent on creating new alliances among all elements in our society who have a stake in this problem.

The costs of functional illiteracy are significant; and there are costs attached to attacking the problem. But there are returns on the investment. There are returns to the person who becomes functionally literate; there are returns to State and local communities. It is not difficult to recognize such returns with regard to employment, economic prosperity, defense preparedness, and security from crime.

But there are long-range returns also, such as increasing the educational level of future generations. Educational attainment and success of one generation is directly related to those factors in the next generation. A few years ago, a study on Education and Poverty found that two additional years of education by parents results in 1.1 additional years of education for each child of those parents. An individual expects a return on his time and effort in education and training. And rightfully so. Society also expects a return for its investment. And rightfully so.

Statement - Washington, D.C. - 9/21/82

T.H. Bell - U.S. Secretary of Education

Impact Aid

The Impact Aid budget has been requested under the Departments of Defense, Interior, and Treasury. The total request for fiscal year 1983 is $287 million. The most important feature of the 1983 Impact Aid strategy is that Section 3 payments would be made only to districts with "A" children, those whose parents live and work on Federal property or are in the uniformed services, at a rate of approximately 80 percent of what they received in 1982 for "A" children. No payments will be made for "B" children whose Federal connection does not interfere with their families' contribution to local school revenues.
(Statement by the Secretary of Education, March 12, 1982)

Library Programs

Our proposed elimination of library programs reflects the success of this Federal effort over the past 25 years in stimulating State and local support to expand library access to all segments of our population. In fact, State and local governments now spend twenty times the Federal contribution in this area. (Statement by the Secretary of Education, April 15, 1982)

National Involvement In Education

You, as manufacturers, have many contributions that you can make to the Nation's schools. I'd like to encourage your participation in the workings of your local school systems. Our public schools are what we--together--choose to make them and I hope you will exercise your privilege as a citizen or parent to help us accomplish the difficult task of educating our young so that they can function effectively in this society.

I hope that we will be able to count you as partners in the fight against inflation and in the pursuit of a healthy economy.(3/19/82)

...Like it or not, education and private enterprise and the economy are intricately entwined. We have learned nothing if we do not understand that what is good for American business is good for American education.

Good business means jobs. Jobs mean purchasing power which in turn generates those necessary tax revenues for the support of our public educational system in this country.

Certainly in a time of shrinking resources there is even more importance in cooperative ventures between those in business and those in our schools.

And, in the current climate, every sector of our nation must work in concert to combat not only the causes of inflation, but in seeking the road to recovery that will make our country competitive in the international trade market.

Though 12 years ago only 25 percent of all high school students took economic courses, students in 87 percent of the nation's junior and senior high schools can take economics study today.

...Numerous states are beginning to mandate economics education. This is either mandated by State legislature or board of education.

The mandate ranges from a 9-week minimum to a semester or K-12 and comes under many labels ranging from consumer economics to the American economic system and the role of the entrepeneur and labor, to free enterprise.

So from this perspective, I believe, we could say that the future of free enterprise in education is promising.

As the world shrinks and international trade expands, our students must have an understanding of global education, of foreign languages, of math and science as well as the emerging technologies.

When I say an understanding, I don't just mean a smattering of information -- one or two survey courses that address an overview on a given subject. I mean an in-depth education. An education that encourages them to stretch their intellects in order to absorb the concepts that will be vital to their lives and their future lifestyles.

There can no longer be national borderlines in education. We must cross those national barriers and expand our understanding of history and politics beyond the American shorelines.

The information explosion, the technology explosion, the communication explosion have all added to the fact that we can no longer function alone as individuals or nations. We must offer our students the opportunity not only of an American education but the advantage of global education.

It is not unthinkable that our educational institutions should not only offer but insist that their students partake of a curriculum rich in global education. And this should begin at the earliest level and carry through to postsecondary levels. (Speech Delivered by T.H. Bell, April 20, 1982)

PRAYER

Just one week ago, the President in addressing the nation spoke truth that bears repeating throughout the length and breadth of this great land. He said, "prayer is one of the few things in this world that hurts no one and sustains the spirit of millions."

The President went on to advocate a school prayer constitutional amendment, which I strongly support, arguing -- "The time has come for this Congress to give a majority of American families what they want for their children, the firm assurance that children can hold voluntary prayer in their schools just as the Congress, itself, begins each of its daily sessions with an opening prayer."

In the recent debate over the school prayer issue the exact wording of the President's amendment has been overlooked. Please allow me to read it to you. It is only 37 words. I quote,

> "Nothing in this Constitution shall be construed to prohibit individual or group prayer in public schools or other public institutions. No person shall be required by the United States or by any State to participate in prayer." What could be clearer and fairer?

The President as you may recall strongly defended this amendment as follows. "The school prayer amendment declares once and for all that nothing in the Constitution prohibits prayer in public schools or institutions. It also states that no person shall be required by government to participate in prayer who does not want to. So, everyone's rights -- believers and non-believers alike are protected by our voluntary prayer measure."

For purposes of clarification, may I respectfully suggest that the key result of this amendment would be simply to restore the situation to the pre-1962 school practices. I agree with the President and the vast majority of Americans that "the public expression through prayer of our faith in God is a fundamental part of our American heritage and a privilege which should not be excluded by law from any American school, public or private."

What possible harm could come to our children if they could have an opportunity to begin each school day with an organized silent prayer? Would it but enrich any group of children to be permitted to experience Emerson's imperative "let us be silent that we may hear the whisper of God."

Washington, D.C. - Sept. 25, 1982

T.H. Bell - U.S. Secretary of Education

Private Education

The placement records of the institutions in this organization (The Association of Independent Colleges and Schools) are very impressive. But then again, I know that they must be. Your schools and colleges operate as businesses, profit-making, taxpaying businesses. Unless you provide training that is thorough enough and relevant enough, your students won't get jobs and soon you won't be in business. And unlike what happens at times with a traditional education, your students are placed in jobs for which they were trained in your institution. Your schools meet one very predictable overriding demand, that is to make certain that everyone has a saleable skill when they leave your institution.

Your contribution to the level of training, job placement, economic base, tax base and general well-being of this country is very much in line with the purposes and goals of President Reagan. The President knows that in order to maintain a strong nation, we must have a strong sense of purpose. You are directing your colleges and schools the way our President is directing this country: with this strong sense of purpose.

Your schools represent the pluralism and diversity that is the hallmark of the American system of education.

Because the training you offer is generally more condensed, and more intense, it is also consequently, less costly than four years in a traditional institution of postsecondary education. While AISC schools relieve much of the financial burden from the student, this relief also carries over to the Federal government in the form of fewer dollars that have to be spent on government student loans and interest on those loans. As you know, particularly in this Administration, we like programs that mean less cost to Uncle Sam.

Flexibility and innovation are essential elements in education at all levels, but the independent colleges and schools are probably the front runner in having achieved them.

October 22, 1982 - New Orleans, Louisiana
T.H. Bell - T.H. Secretary of Education

Program Consolidation

The 1983 budget furthers the progress begun in the past year toward consolidating and simplifying the administration of education programs. The budget assumes passage of legislation modifying Vocational and Adult Education, Education for the Handicapped, and the Vocational Rehabilitation programs. These three separate legislative proposals, which should be submitted to the Congress within the next month, will reduce the myriad regulations for similar programs, relieve restrictive administrative requirements, and increase State and local flexibility for use of the funds, while still maintaining the key elements of the existing laws. These consolidations are important not only for the administrative burdens they will relieve, but also for the relief from the associated costs which districts and States have incurred to carry out these laws.

Our request under a Vocational Education Consolidation is $500 million. This reduced level reflects the fact that State and local governments currently spend 11 times the Federal contribution to vocational education.

Our budget for programs under the consolidation of Special Education State Grant programs would be $772 million which includes the Chapter 1 handicappoed programs. Reductions in this area will lower the average Federal share by only $11 per child, or about one-half of one percent of the total costs of educating those children. For Special Education discretionay programs, $74 million is requested to fund a consolidation of discretionary activities into a single authority for such projects.

- more -

For Rehabilitation Services, $624 million is requested under the Department of Health Services to support an amended Basic State Grants program and a variety of discretionary activities. The proposed consolidation would provide for administrative simplification of Basic State Grants by paring down Federal requirments and permitting more coordinated planning at the State level.

Other Programs

Our request for Chapter 1 of the Education Consolidation and Improvement Act is $1.9 billion, 22 percent of the Foundation budget, more than for any program other than Guaranteed Student Loans. At the request level, the program is expected to serve about 4.7 million children with a Federal contribution of $400 per child. The proposed reduction represents about three percent of the total cost of educating these children since most of the funds for their education come from State and local, rather than Federal sources.

We believe that States and local districts could make several choices to offset the decreased Federal contribution. They might reallocate funds from other lower priority State and local spending or add to State and local spending. They might determine whether some less costly programs would meet their needs equally well as the ones they have been using, or target funds more tightly to those schools enrolling the most needy students. The proposed Foundation will continue to identify and disseminate exemplary low-cost programs, particularly those that emphasize basic skills.

Our appraisals indicate that there are successful supplementary programs in the $300 to $400 per student funding range. In addition, the 1981 legislative changes should result in savings achieved through administrative simplification, such as more individual consultation with parents and less convening of formal councils. (Statement by the Secretary of Education,April 15, 1982)

...the Administration's proposed Vocational and Adult Education Consolidation Act was forwarded to Congress on April 1, just one day following Senator Hatch's introduction of his bill, S. 2325. While we may offer amendments at a later date to address some minor differences, the Administration enthusiastically supports and endorses the Hatch bill. We believe that its enactment will enhance the role of vocational and adult education in local, State, and national economic development and will result in needed legislative simplification, increased flexibility, and reduction of administrative costs at all levels of government. I believe that these objectives are critical to future Federal involvement in vocational and adult education.

Let us consider the history of this involvement. The original vocational education legislation, the Smith-Hughes Act of 1917, was very simple: It provided support for training in agriculture, trades and industry, home economics, and for some teacher training. Over the years, succeeding bills were passed and each of these bills introduced new purposes and activities into the law: additional subject areas; support for administration, for construction, and for purchases of equipment; emphasis on poor people living in depressed areas; concern with State and local planning and evaluation; protection of the handicapped, the disadvantaged, and the limited-English-proficient; elimination of sex-bias and sex-stereotyping. Today, all of these concerns remain in the Vocational Education Act, and the law has become entangled in categorical subprograms, set-asides, and priorities. It is often criticized for attempting too much and for having little overall theme or purpose.

In recent years, the Vocational Education Act (VEA) has also acquired many "process" requirements. For perhaps justifiable reasons, the Congress became concerned with how well vocational education programs are planned, how effective they are, and whether they train people for jobs that really exist.

The Act also includes sub-State allocation criteria that are, at best, confusing and are in some instances contradictory. And it includes the Vocational Education Data Systsem (VEDS), which has resulted in compliance problems for State administrators but has produced data of limited utility for planning or policy development purposes. Because of these and other requirements, the VEA is often considered one of the most intrusive of all Federal education laws. Ample evidence to support this contention has emerged from the recently completed NIE Vocational Education Study and from other research.

The other programs proposed for consolidation are currently authorized under the Adult Education Act. In previous hearings, we have frequently been asked why the Administration would want to consolidate vocational and adult education when the two programs appear to deliver different services to different target populations through different administrative systsems. We believe that the programs are complementary and are to a great extent aimed at the same population. The adult education program supports provision of basic literacy skills and, for a smaller number of students, preparation for the high school equivalency exam. Because many of the people who take adult education courses are enrolled for economic reasons -- that is, to help them gain employment -- they often have a need for programs combining instruction in basic and occupational skills. The same applies for many of our vocational students. While they may be gaining technical skills, they will not succeed in an increasingly sophisticated society without a firm grasp of basic academic skills.

Thus vocational and adult education would seem to be naturally linked. That linkage is reflected in the fourteen States where the two programs are administered by the same State agency and in other States where the programs are often combined at the local level. Yet at the Federal level, the two programs remain in separate pieces of legislation, each with its own allocation formula, planning and application processes, national advisory committee, and regulations and procedures.

We are proposing to consolidate the vocational and adult education programs, to reduce the administrative burden, and to focus Federal support on programs which will contribute to economic development. I would like to outline briefly the major sections of our bill.

Part A, General Provisions, is a dramatic simplification of the parallel section of the current VEA. At least 90 percent of all funds would be make available to the States as block grants; the remaining 10 percent could be reserved for national programs in areas of particular nationwide importance. A Proposed Use Report, replacing the existing plans, evaluations, and reports, would be required of each participating State on an annual basis. The report would include a simple explanation of proposed objectives, activities to be supported, allocation of funds, and the results anticipated, as well as othe basic assurances and descriptions. The existing VEA formula for State allotments (based on population and inverse per capita income) would be modified to include an unemployment factor and to give a heavier weighting to adult populations. The existing national advisory councils on adult and vocational education would be replaced by a single national advisory council.

Part B of the Act concerns State Programs. A single block grant would be made to each State. The existing VEA categorical programs for Basic Grants, Program Improvement and Supportive Services, Consumer and Homemaking Education, Special Programs for the Disadvantaged, State Planning, and State Advisory Councils would be eliminated, along with the minimum percentage requirements for guidance and counseling and the national priority groups. The set-asides and categorical authorities contained in the Adult Education Act would also be terminated. Matching, maintenance-of-effort, and most other fiscal requirements would be eliminated.

From their grants, States would be required to use at least 30 percent of the money for programs and projects specifically related to State and local economic development. This is the heart of the new direction in this legislation. From these funds the States could support training needed for new businesses and industries entering their areas, retraining for skilled workers who have lost their jobs because of technological change or economic downturn, the development of training programs in new occupational fields, and entrepreneurship training for men and women who want to start their own businesses. States would be encouraged to recruit for enrollment persons who are out of school, unemployed, and living in economically depressed areas. The bill strongly encourages involvement of business, industry, and labor in the design and administration of these programs, so that the training provided is related to actual skilled workforce development needs.

...the States would be required to use at least 30 percent of their block grant funds for strengthening State and local systems of vocational education. This requirement stems from a belief that improving the regular vocational education program can have a payoff in future economic growth. Included in these program improvement activities would be programs and services targeted on the special needs of the handicapped, the disadvantaged, and the limited-English-proficient. Finally, at least 13 percent of the State grant would be used for adult basic education. This requirement would ensure that essential services to a very desering population are continued.

Part C, National Programs, would continue the national discretionary programs that have been supported in the past and consolidate them under a single authority, while giving them a new focus on economic development. Allowable activities under this Part would include a national center for research in vocational and adult education, programs for Indian tribes and Indian organizations, vocational training for the limited-English-proficient, the National Occupational Information Coordinating Committee, and other research development, dissemination, and training activities designed to meet national skilled workforce development needs.

...I would like to reaffirm my strong belief that this bill would redefine the Federal-State partnership in vocational and adult education in a number of important ways. Its enactment would enable recipients of Federal funds to provide services more flexibly with a limited amount of Federal support. It would increase State and local control over the use of funds and strengthen vocational and adult education so that they can play an enhanced role in the economic development of the United States.

(Statement of T.H.Bell, Secretary of Education, May 6, 1982)

For Rehabilitation Services, $624 million is requested to support an amended Basic State Grants program and a variety of discretionary activities. The proposed consolidation would provide for administrative simplification of Basic State Grants by paring down Federal requirements and permitting more coordinated planning at the State level.

(Statement by the Secretary of Education, April 15, 1982)

RESEARCH

Finally, it is important to highlight our continued role in the area of educational research, statistics and information sharing. Understanding how students learn to read and comprehend language and identifying the best methods to be used in teaching basic skills are problems confronted by almost all schools. We will continue to support such investigations and provide assistance to schools as they pursue this knowledge.

As you can well imagine, it is much more cost effective and sensible to undertake a research project which applies to 16,000 school districts than it is to have several thousand individual districts all working on the same question. Similarly, the continued collection of education data benefits all school districts in their financial planning and as they make projections for future trends in the population and services which will be provided.

Statement by T.H. Bell, Wash., D.C., March 2, 1982

One of the key Federal functions in education is the support of research and the collection of statistics. For research and development, the budget requests $53.6 million; for education statistics, the budget includes $8.7 million.

Major efforts will continue to be directed towards the issues of excellence and basic skills--for instance, how children can improve their reading and mathematical skills, how teachers can be more effective, and how schools can better manage their finances. Understanding how students learn to read and comprehend language and identifying the best methods to be used in teaching basic skills are problems confronted by almost all schools. We will continue to support such investigations and provide assistance to schools as they pursue this knowledge.

In summary, we encountered a most difficult task in developing a budget within the confines of a $10 billion allowance. These limits were necessary because of the large budget deficits we face. Even within this severe fiscal climate, I believe that we have kept our priorities in order.

It is within this overall context that I ask you to consider very carefully our proposed education budget. We look forward to working with you and your colleagues in the coming weeks on these crucial issues.

(Statement by the Secretary of Education, March 12, 1982)

...I believe it is necessary to briefly point out the specific, practical results that have come basic or pure university research: antibiotics, computers, bio-technology, radar nuclear energy, lasers, missile guidance, solid rockets, advanced aircraft, satellites, space systems, hybrid corn, new irrigation methods, control of hog cholera, curbed wheat rust epidemic, identified vitamins, cancer research, environmental research of the atmosphere, CAT scanners, fiber optics, ultra sound, etc. The last is as diverse and as complex as our modern urbanized, industrialized, high technology society. Indeed they are interrelated, for the modern research university has literally created this modern scientific technology society of ours.

If we are to improve it, we will need all the help we can get from the students, faculty, labs, libraries, and the research facilities of the great research universities. It is up to all of us - in government, in the basic research labs of business and industry, and in the universities to work out a new mission and develop a new consensus for the new century just 18 short years away.

Most observers would agree that the Higher Education consensus is somewhat strained today and the great research universities and the rest of Higher Education are in transition.

Athens, Georgia, June 12, 1982
T.H. Bell - U.S. Secretary of Education

Role of Parents

Our recommendations for fiscal year 1983 reflect one underlying theme: That education is primarily a responsibility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a Foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education.
(Statement by the Secretary of Education, April 15, 1982)

Role of School Board Members

School board policies should do more to recognize and reward distinguished teaching and unusual service. Many good school boards are doing this. But far too many are not. The single salary schedule is a good, basic approach to fixing compensation for teachers, but it is not a comprehensive system that provides incentives and recognition for America's distinguished teachers.

It is my view that school boards are indispensable to the attainment of high quality education. Until they set the policy framework and establish the incentives, rewards, and priorities for both students and teachers, we cannot make the changes we must have in our system. It is both a compliment and a criticism that school boards are so important and that they ought to pay more attention to setting high quality learning policies and standards.

The principal function of a school board is to set the policies that govern the school district. Foremost among these policies must be rules and procedures that will enhance excellence in teaching and learning. As good as school boards in America are, they are deficient in this area.

Our public school system in the United States is the best in the world. It is great partly because of our fine school boards. But it is still not good enough. The key to the progress we must make rests in the hands of the school board. There is no governing body in all our American society that is of more critical importance to the future of this nation.

(Speech Delivered By T. H. Bell, U.S. Secretary of Education
April 12, 1982)

Our recommendations for fiscal year 1983 reflect one underlying theme: That education is primarily a responsibility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a foundation type of structure to manage the programs that will remain in the limited Federal role that the government should play in education. (April 15, 1982)

Private enterprise can do its share by helping to establish those external reward systems that recognize achievement as a supportive force to these individuals. School boards and communities can set policies that recognize and reward teaching and unusual dedicated service.

Everytime I open my mouth and mention school boards, my incoming mail increases. But this does not detract from my firm belief that school boards hold the major responsibility for what is demanded of our students and the quality of our teachers. It is, after all, their policies that guide the schools in this country.

The subjects I mention here today should not be taken as an attack on our nation's public schools but rather as challenges for the work still ahead of us.

We have one of the best education systems in the world, but we fall short in areas that I believe crucial to our national progress.

(Speech Delivered by T.H. Bell, April 20, 1982)

Role of the Secretary

... My job is to be a constructive critic of American education. I care deeply about American education. Because I care, I criticize.

(Speech Delivered by T. H. Bell, U.S. Secretary of Education
April 12, 1982)

Rural Education

We continue to be concerned specifically with the needs of disadvantaged youth in depressed rural and urban areas, and we have incorporated into our proposal a special set-aside of funds for these purposes.
(Remarks by T.H. Bell, March 19, 1982)

School Success

You cannot have quality education without quality teaching. You can't get quality teaching out of the situation that the States have created: (1) salaries that are administered with a dreadful sameness --- you look it up on a table just like you buy a train ticket to Chicago; (2) teacher education lacks priority on our campuses; (3) recognitions and rewards are not supported by taxpayers or philanthropists.

School board policies should do more to recognize and reward distinguished teaching and unusual service. Many good school boards are doing this. But far too many are not. The single salary schedule is a good, basic approach to fixing compensation for teachers, but it is not a comprehensive system that provides incentives and recognition for America's distinguished teachers.

(Speech Delivered by T. H. Bell, U.S. Secretary of Education
April 12, 1982)

Science, Math & Language Courses

Louisiana's approach to bilingual and bicultural education is a model for the nation because it's a comprehensive statewide effort at all grade levels and because it's almost entirely State-funded. I hope other states are taking note.

I think it's pretty remarkable that in just 14 years the Council for the Development of French in Louisiana (CODOFIL) has developed a program that now offers French language instruction in 30 parishes at the elementary level with additional instruction at the high school level.

I'm told you've brought native French-speaking teachers from France, Belgium, Switzerland and Quebec and that you're now able to certify native Louisianas as fully qualified teachers of French at the elementary level.

I'm equally impressed by your student and teacher exchange program with French-speaking countries and by your successful efforts to provide French-language television and radio programs for the people in South Louisiana.

I also commend the state for its foresight in creating the Commission on French as a second language in 1980 to review the status of French language instruction at all levels of education.

I've said repeatedly that the United States is a country of linguistic bumpkins, and the situation is getting worse instead of better.

Only 15 percent of American high school students now study a foreign language -- down from 24 percent in 1965.

Only one out of 20 high school students studies French, German or Russian beyond the second year, whereas four years is considered a minimum prerequisite for usable language competence.

Only 8 percent of American colleges and universities now require a foreign language for admission, compared with 34 percent in 1966.

I think we must admit that much of the decline in emphasis on foreign language instruction -- following nearly a decade of strong support after Sputnik -- was caused by the academic community itself. Academe gave in to student demands for relevance in the late 1960s and early '70s and relevance didn't include the academic rigors involved in learning foreign languages.

We're just beginning to recognize the costs of this intellectual sell-out in terms of national security, diplomatic relations with other nations, international trade, and our understanding of the cultural diversity of the world beyond our shores and indeed of America itself.

Our national security has been gravely damaged. The United States needs far more reliable capabilities than we now have to communicate with our allies, analyze the behavior of potential adversaries and earn the trust of third world countries. We need language specialist. We need experts in the cultures, religions and economies of major regions of the world and possible trouble spots.

Our international trade position has undoubtedly been damaged by our inability to speak the languages of our major trading partners. For example, it's estimated that there are 10,000 English-speaking Japanese business representatives on assignment in the United States. There are fewer than 900 American counterparts in Japan -- and only a handful or those have a working knowledge of Japanese. And we know how successful Japan has been in marketing automobiles, computers and televisions in world markets, including the United States.

U.S. corporations have run into language barriers abroad that would be funny if they didn't result in major sales losses.

Back when General Motors advertised its cars with "Body by Fisher" as a sign of quality, the translation in Flemish came out "Corpse by Fisher" which, as you can quess, did nothing to help sales.

"Come alive with Pepsi" almost appeared in the Chinese version of the Reader's Digest as "Pepsi brings your ancestors back from the grave."

As a host country for business people and tourists from other nations, the United States must indeed appear to be a curious place. We give the impression that we're too arrogant to learn the languages others speak.

We need to remember that we're a nation of immigrants that our forebears' came speaking Spanish, French, Norwegian, German, Russian, Chinese and many African languages, along with English. Nor should we forget that our very earliest settlers spoke Navajo, Hopi, Lakota and other Indian Languages.

We should encourage the restoration of these languages and cultures. They are invaluable in a multi-ethnic society as ours. And they have served us well in the past, especially in times of crisis. For example, Hopi radio operators played an important role in our successful invasion of Italy during World War II. They manned field radios as our troops moved up the Italian Boot, calling for artillery support to reach Nazi pockets of resistance. They didn't need to encode their messages. They simply used their native language. Nazi intelligence had never anticipated the need for Hopi translators.

Apart from learning about the world and our own heritage, young people acquire another vital skill as they study a foreign language That is a firmer command of English. The function served by Latin in our schools of the last century can be provided today by intensive study of modern languages. Foreign languages require us to think about how they are put together, about verb tenses and sentence structure and idiomatic meanings.

Almost by osmosis we apply what we learn to English. The result is a better understanding or our own language than we're apt to get in English grammar classes, not because they're less well taught but because learning the components of the language we use every day isn't very exciting.

...I think you'll find that as students in schools throughout Louisiana become fluent in French they'll also improve their fluency in English. That's a fringe benefit of lasting value.

Following Louisiana's example, I'd like to see every State establish an advisory committee on foreign language and international studies. The committee would recommend ways to initiate or strengthen foreign language programs, starting in the early grades. We know that the most effective programs begin the primary grades with well trained teachers and manageable class sizes. And I'd like to see every State appoint an international education specialist to provide leadership in carrying out the recommendations of the advisory committee.

I believe an international education requirement should be part of the licensing or certification of all teachers. This would require schools of education to strengthen their foreign language and area studies programs. An inservice teacher training programs would be strengthened by summer institutes and ongoing programs in school districts.

I believe colleges and universities should reinstate foreign language requirements both for admission and undergraduate degrees. Two or three semesters of a language isn't much to ask of students, and some of them will undoubtedly be encouraged to go beyond the requirements and pursue advanced language study voluntarily.

I think the professional schools -- business, law, medicine, engineering and architecture -- should include a course in international perspectives. Many of these young professionals will work for corporations or firms with international interests, and they will need an understanding of the countries and cultures they come in contact with.

Colleges and universities within commuting distance of one another could certainly pool their foreign language and international studies resources. If one institution has a strong Russian program and another an outstanding program in the socioeconomic history of the Middle East, it makes good academic and economic sense to exchange students or faculty.

Similarly, nationwide coordination of higher education resources would offer advanced degree students and faculty the opportunity for specialized training and research opportunities not offered by their own institution.

I feel our multinational corporations can make an important contributions to the preparation of the language and regional experts they will need to be competitive in world markets. I believe private foundations could increase their contribution. However, the major responsibility rests with the states, since education under the Constitution is a state responsibility.

While we have a long way to go, I believe the nation is waking up to the need for a return to foreign language instruction for all the reasons I've mentioned. I'd like to see schools regard it as the fourth basic for the intellectual development of children, after reading and writing and computation skills.

Louisiana is showing the nation what can be accomplished, given the commitment and staying power to develop a major new language program and implement it in schools and colleges across the State.

T. H. Bell
U.S. Secretary of Education

Lafayette, Louisiana
March 17, 1982

...the truth is that America is becoming a society of "monolinguistic bumpkins" and it is up to us to put a stop to it now.

Two other areas of study which are not only important to our international competitive standing but our national security as well, are math and science.

If we expect to compete we have got to change our curricular requirements, particular in the areas of math and science. This is absolutely necessary because we are rapidly moving into an era of automation computers and electronic storage and retrieval of information where math and science skills are indispensable. (4/12/82)

...we find that we are one of the few countries left in this world today that does not require a study of foreign language in our secondary schools. Sorry to say, a huge proportion of our colleges and universities likewise do not require any foreign language study to earn a bachelor's degree.

No student can have a truly relevant or complete education without foreign language study. How can we possibly compete in the future international market if we can't even read or speak the language of those with whom we choose to do business? How can we even hope for world peace if we cannot communicate with our international neighbors or understand their cultures.

This widespread ethnocentricity, fueled by our ignorance of both language and culture of other nations has made our nation a society of "monolinguistic bumpkins", and it is up to us to put a stop to it now.

...areas of study important not only to our international competitive standing but our national security as well are math and science.

As we rapidly move into the information and computer services fields, math and science skills become increasingly important for those seeking their place in the job market.

We must move just as rapidly to step up our requirements in these areas, too. We must seek more discipline in the school systems of America.

(Speech Delivered by T. H. Bell, April 20, 1982)

Half of all American high school students take no 11th or 12th grade math or science. A mere 16 percent take even one year of chemistry. Only seven percent take one year of calculus and nine percent one year of physics.

For the sheer survival of this country, we need more scientists, more engineers, mathematicians, physicists, computer programmers and operators, data processors, and technicians. And we have an extreme need for people to teach all of these subjects. But we cannot have them without changing the curriculums and requirements of our nations secondary and postsecondary schools.

A couple of weeks ago the American Association for the Advancement of Science held a conference on science and math education. They concluded that to increase the chances of urban students getting jobs in the future the study of these two subjects is critical. They focused on how to enrich the education of black youth with the information vital to a technically oriented job market.

Any discussion of equality in education must include the important issue of equity in computer and technological learning. The disadvantaged student cannot even hope to compete for jobs or education in the technology fields unless he or she has the necessary, solid background in math and science education.

...we must have stronger curriculum requirements in the urban and disadvantaged schools of this nation. These kids are bright, tough, capable and ready to learn.

If course requirements in math and science are not demanded, along with required levels of literacy in these subjects for promotion and graduation, these kids will not be prepared for the world of tomorrow.

It is time to confront the math and science crisis in the education of the disadvantaged students or these students will lack skills for the future. The job opportunities will be there, the world will be there with all its innovations. Today's students will be there. Will they be ready?

Washington, D.C. - Sept. 27, 1982
T.H. Bell - U.S. Secretary of Education

I know it is not necessary to explain ... the importance of foreign language, area and international studies to the intellectual well-being, the economic health and the national security of the United States.

Hopefully through the work of this National Advisory Board some day in the not-to-distant future, all of our citizens will be able to comprehend that foreign language and area international studies are truly basic skills for the survival and preservation of our democratic Republic as well as to enable us to be in President Reagan's recent words, "Freedom's protector."

Over a half a century ago (1922) former Secretary of State/Ward Elilhu Root noted that when foreign affairs are ruled by democracies, the danger of war will be in "mistaken beliefs." The only way to prevent the people from having an "erroneous opinion" is "to furnish the whole people, as a part of their ordinary education, with correct information about their relations to other peoples, about the limitations upon their own rights, about their duties to respect the rights of others, about what has happened and is happening in international affairs, and about the effects upon national life of the things that are done or refused as between nations, so that the people themselves will have the means to test misinformation and appeals to prejudice and passion based upon error."

Foreign language, area and international studies were critical then and are even more essential now that the international challenges are much more complex, pervasive and sophisticated -- from the dangers of nuclear conflict or international terrorism, to the competition of Japan in high technology, or Europe in areospace, to the tinder boxes of the Middle East and Central America and Central Europe, to the world financial troubles of Mexico and Latin America and Africa -- indeed world problems and troubles are without end.

Thirty years ago the great American diplomatic historian, Thomas A. Bailey ended his A History of the American People with a plea that is as vital today as it was then.

"A tremendous job in public education needs to be done, for narrowness, intolerance, bigotry, and demagoguery fatten on ignorance. Our education institutions must be better supported by the taxpayer, for the proper kind of education is a relatively cheap form of international life insurance. Our schools and colleges must offer more and better work in foreign languages, history, geography, foreign affairs, comparative government, international economics, international law, and international organization. Our press, our radio, our public forums, and other agencies must rise to their responsibility to present sound and impartial information.

Upon every citizen in our democracy rests a solemn obligation to inform himself, so that he may shape American foreign policy -- His Foreign Policy -- along constructive and far-sighted lines."

One thing we all can do is help fulfill the promise of the NDEA and the congressional findings that the security of the nation "requires the fullest development of the mental resources and technical skills of its young men and women."

Holiday Inn (Lewis Room)
Washington, D.C.
September 16, 1982

If we don't upgrade our math and science skills and offerings and soon we may as Harvard professors Hofheinz and Calder warn in their new book, The East Asia Edge: "Over time we may come to think of ourselves as the agricultural hinterland to the East-Asian industrial centers," -- a mere appendage to the world economic heartland as it shifts westward across the Pacific Basin. What are we going to do to prevent the torch of civilization from being passed to East Asia? Has western civilization after nearly one-half millenium of dominance lost its inner drive especially its free enterprise, middle-class venture capitalistic spirit? Almost overnight we have witnessed a computer revolution as our youth have turned into a "Pac Man generation" and our large and small companies have embraced the computer today and will adopt the robots tomorrow. Consider the planning of one large insurance company.

- 1982 one computer terminal for every 5 to 6 employees
- 1985 one computer terminal for every two
- 1990 one to one ratio (or even sooner with $100 computers now available)

This insurance company has concluded that it is essential to provide basic computer literacy to the bulk of its employees and that ways must be found to share resources between business, private and public higher education institutions to the materials benefit of everyone concerned.

DOD and ED are in the process of establishing a joint task force on general and education vocation skills and defense preparedness. Because of the current and accelerating demands of high technology and information processing for higher skills and standards in math, science, and computer technology for

High school graduates

DOD civilian personnel

Military retraining and remedial work

By the year 2000 almost 1,000,000 new jobs will be generated for computer programmers alone in the U.S. ($13,000-$25,000)

The BLS estimates that careers in the information technology field will increase at an unprecedented rate during the 1980's surpassing demands in other career fields by a 3 to 1 margin.

Although engineers are 7% of U.S. graduates they get 2/3's of all jobs offers from business and industry. (And 1/2 of the U.S. Ph.D's in engineering go to foreign citizens)

Math and computer science graduates already get a disproportionate share of job offers to that of other degrees.

The Rise of The New Illiteracies

The old functional illiteracy was bad enough -- 25 million Americans that coud not cope with the complexities of modern society.

Drivers license

Job applications

Insurance policies

Consumer directions, etc.

...there are new forms of illiteracy stalking our land that have even more dangerous implications for America's future security, competitiveness and the common welfare.

Science and technological illiteracy on the part of the American people.

Computer illiteracy threatens to split America into those who understand them and those who don't and are hence barred from the new jobs and further manipulated in a new and insidious form of discrimination.

Civil Illiteracy

- only 50% of our people voted in 1980
- little knowledge about Bill of Rights, Declaration of Independence and Constitution

- largely unware of the working of our democratic Republic form of government.

Complexities and inter-relations of various levels of government: Federalism - old or new is a new and strange term to most Americans.

Historical Illiteracy

- Don't know the main contributions of Western Judo-Christian civilization (institution, religion, law culture)
- Don't understand American history - literature, cultural, traditions, values and heroes.

Massive Language Illiteracy

- Mastery of English written and spoken. The golden key to success in our society.

  Math/science illiteracy

  Computer (cobal/fortrand/pascal/signet) illiteracy

  Foreign languages illiteracy (economic and security needs)

The need to consider new forms of cooperation between business and industry, the government and private and public higher education institutions.

new sources of funds for students and institutions

new mission

new consortium

Consider that Clark Kerr recently said at the University of Maryland (June 1982, Washington, D.C.) almost all "the fundamental changes (in American universities) over the past 20 years have largely failed...academic reform was overwhelmed by faculty conservatism. Changes in formal governance have generally made little difference and when they did, mostly for the worse.

Stanford University education professor Michael Kirst recently suggested that there were two major approaches to education reform:

The reform by addition approach - the systematic laying on of functions, categorical programs and personnel to existing structures.

Basic rethinking of the educational structure approach in order to produce the most cost effective approaches and not require new financial or personnel or any new resources by the school districts.

The need to devise new recruitment, admissions and financing procedures and practices to:

Counter the lack of 18 year olds; soaring tuition and living costs; the need for guaranteeing access to higher education, the national need for educated and trained manpower; foreign student challenge; middle class families priced out of the private higher education market.

According to the Office of Technology Assessment Report "Informational Technology and Its Impact On American Education", "modern society is undergoing profound technological and social changes brought about by what has been dcalled the information revolution. This revolution is characterized by explosive developments in electronic information technologies and by their integration into complex information systems that span the globe. The impacts of this revolution affect individuals, institutions and governments -- altering what they do, how they do it, and how they related to the one another.

If individuals are to thrive economically and socially in a world that will be shaped, to a large degree, by these technological developments, they must adapt through education and training. Already there is evidence of demands for new types of education and training, and of new institutions emerging to fill these demands. The historical relationship between education and government will be affected by the role that government plays in enabling educational institutions to respond to the changes created by these technologies

The Reagan Administration has made two related initiatives that I think will bear fruit in 1983-84 - with your help and assistance.

The National Commission on Excellence's report will come out in March 1983.

FIPSE, next March is celebrating its 10th anniversary and is looking for future directions in higher education that will improve the quality and excellence of our colleges and universities.

...here is my challenge to you all:

Why don't you arrange for a formal national dialogue reacting to the Commission reports and FIPSE's 10th anniversary and suggest approaches that colleges/universities/the private sector and the Federal (state and local) governments can engage in to meet the enormous challenges of this third restructuring of our society brought about by the twin revolution of high technology and information processing? We will be open minded concerning your recommendations and I can assure you that so will the President.

...I am sure we all here today can agree with a quote from Thomas Jefferson that was Chancellor Robert Hutchins' favorite:

"I know of no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but inform their discretion by education.

T.H. Bell - U.S. Secretary of Education
Twin Cities, Minnesota
October 15, 1982

Special Education

Our budget for programs under the consolidation of Special Education State Grant programs would be $772 million which includes the Chapter 1 handicapped programs. Reductions for 1983 in this area will lower the average Federal share by only $11 per child, or about one-half of one percent of the total costs of educating those children. For Special Education discretionary programs, $74 million is requested to fund a consolidation of discretionary activities into a single authority for such projects.
(Statement by the Secretary of Education, April 15, 1982)

STUDENT LOANS

Despite cost-reduction measures taken in last year's Reconciliation Act, the uncontrollable entitlement costs of subsidizing loans to higher education students while they are in school, and paying special allowances to banks and other lenders, have continued to grow dramatically.

In 1977, GSL cost the Federal Government $378 million; by 1980, the cost was $1.6 billion; and unless Congress enacts significant changes in the program, the cost in 1983 will climb to $3.4 billion--a growth of 900 percent in just seven fiscal years.

In an effort to control the GSL cost spiral, we are proposing four major legislative changes: (1) raising the loan origination fee from 5 to 10 percent; (2) requiring an analysis of need for students of all family income levels; (3) eliminating special allowances to lenders two years after the borrower leaves school; and (4) requiring graduate students to borrow at 14 percent under the new auxiliary loan program rather than 9 percent under the regular student loan program (there is no needs test for the auxiliary loans). Other changes include raising insurance premiums for lenders of federally insured loans and charging guarantee agencies a new reinsurance premium.

These changes are expected to result in savings of $309 million in 1982 and $912 million in 1983. Even with these savings, it is still necessary to request a supplemental of $978 million for fiscal year 1982. Despite these changes and budget reductions in other student aid programs, I can still say that our student financial aid proposal provides:

An assurance that any needy student will have access to a postsecondary education;

Priority consideration for disadvantaged youth for Pell Grant funding;

Our proposal will allocate nearly 80 percent of the Pell Grant dollars to students from families with an adjusted gross income of $12,000 or less, while still providing awards to students from an average family of four, having an adjusted gross income of $18,000.

Assistance under the Guaranteed Student Loan program to any student who can demonstrate a need and to any parent, regardless of need; and

Continued support for campus-based work-study.

Rescissions proposed for 1982 totalling just over $1 billion will be offset by supplementals totalling $989 million, primarily for the Guaranteed Student Loan Program. Thus, our revised 1982 request of $11.2 billion is just $58 million less than the Continuing Resolution level. We hope that Congress will take action on these 1982 proposals before the Continuing Resolution expires on March 31.

Statement by the Secretary - Feb. 24, 1982
T.H. Bell

Federal student financial aid programs have made major contributions to improving access to postsecondary education for millions of students. This Administration is committed to preserving that objective for those who are truly needy.

In recent years there has been a consistent broadening of the student aid benefits and eligibility. At the same time, there has been an equally consistent increase in the burden to the American taxpayer.

The primary financiers of postsecondary education traditionally have been the students and their families; the expansion of the programs has seriously eroded that role.

The most costly is the Gurarnteed Student Loan program. Volume has risen fast over the past several years -- from slightly more than $1.6 billion in 1977 to nearly $8 billion in 1981. While the principal is provided, for the most, by private lending institutions, the cost to the government of subsidizing the loans was increased dramatically, despite the cost reduction measures taken in last year's Reconciliation Act.

In 1977, G. S. loans cost the Federal government $367 million. By 1980, the cost was $1.6 billion. Without adoption of the reforms proposed by the administration, the cost will climb to $3.4 billion in 1983. This means a growth of more than 50 percent in just three years.

To control this spiral, we are proposing four major legislative changes: Raising the loan origination fee from 5 to 10 percent. Requiring an analysis of financial need for students at all income levels. Eliminating special allowances to lenders 2 years after the borrower leaves school. Requiring graduates and professional students to borrow under the new auxiliary program, rather than under G.S.L. program.

Through these changes that will affect students directly and those that would affect only lenders and State Guarantee Agaencies, we expect to save $309 million in 1982 and $912 million in 1983.

In determining eligibility for G.S.L. several factors are taken into account: The ability of the family to pay for postsecondary education; other types of aid the student may receive, and the cost of education.

First, the ability to pay is based on family's adjusted gross income -- closely equal to the bottom line of the Federal income tax return. Ability to pay then translates to the family's expected contribution toward the cost of the student's education.

However, if the family chooses not to use its own resources to educate its children, the expected family contribution may be borrowed through the PLUS (or Auxiliary) Loan program. Under this program, parents may borrow up to $3,000 a year to a cumulative maximum of $15,000 for the undergraduate education of each dependent child in a family.

No collateral is required, loans are backed by the Federal government. Also, under the PLUS program graduate students may borrow $8,000 annually (which is the same as currently is available to them under the G.S.L. ($5,000) and PLUS ($3,000).

The maximum Pell Grant for academic year 1982-83 remains $1,670 -- the same level as for the current year.

... I see evidence that some colleges and universities are looking for alternatives to Federal financial aid to help students.

T.H. Bell U. S. Secretary of Education

George Washington University
Washington, D.C.
February 26, 1982

Despite cost-reduction measures taken in last year's Reconciliation Act, the uncontrollable entitlement costs of subsidizing loans to higher education students while they are in school, and paying special allowances to banks and other lenders, have continued to grow dramatically. In 1977, GSL cost the Federal Government $378 million; by 1980, the cost was $1.6 billion; and unless Congress enacts significant changes in the program, the cost in 1983 will climb to $3.4 billion--a growth of 900 percent in just seven fiscal years.

In an effort to control the GSL cost spiral, we are proposing four major legislative changes: (1) raising the loan origination fee from 5 to 10 percent; (2) requiring an analysis of need for students of all family income levels; (3) eliminating special allowances to lenders two years after the borrower leaves school; and (4) requiring graduate students to borrow at 14 percent under the new auxiliary loan program rather than 9 percent under the regular student loan program (there is no needs test for the auxiliary loans).

Other changes include raising insurance premiums for lenders of federally insured loans and charging guarantee agencies a new reinsurance premium. These changes are expected to result in savings of $309 million in 1982 and $912 million in 1983. Even with these savings, it is still necessary to request a supplemental of $978 million for fiscal year 1982. Despite these changes and budget reductions in other student aid programs, I can still say that our student financial aid proposal provides:

An assurance that any needy student will have access to a postsecondary education;

Priority consideration for disadvantaged youth for Pell Grant funding;

Our proposal will allocate nearly 80 percent of the Pell Grant dollars to students from families with an adjusted gross income of $12,000 or less, while still providing awards to students from an average family of four, having an adjusted gross income of $18,000.

Assistance under the Guaranteed Student Loan program to any student who can demonstrate a need and to any parent, regardless of need; and

Continued support for campus-based work-study.

...we are targeting on the neediest students, and we are also asking that students and parents, where they are able, contribute a greater share of college costs.

Statement of T. H. Bell, Washington, D.C., March 2, 1982

In 1983 our budget attempts to contain the spiraling costs of Federal student assistance programs.

The Guaranteed Student Loan program has experienced a growth of 900 percent in just six fiscal years, from a cost to the Federal Government of $367 million in 1977 to a projected cost in 1983 of $3.4 billion under current law. This dramatic increase results from uncontrollable costs of subsidizing loans to higher education students while they are in school, and paying special allowances to banks and other lenders.

Our 1983 budget requests $2.485 billion for the Guaranteed Student Loan program. Our GSL reform proposal builds upon savings provisions instituted under the 1981 Reconciliation Act. The four major changes would: (1) raise the loan origination fee from 5 to 10 percent; (2) require an analysis of need for all students, regardless of family income level; (3) eliminate special allowances to lenders two years after the borrower leaves school; and (4) require graduate students to borrow at 14 percent under the new auxiliary loan program rather than 9 percent under the regular student loan program. We are also proposing to raise insurance premiums for lenders of federally insured loans and to charge guarantee agencies a new reinsurance premium. The budget would result in savings from current law of $309 million in 1982 and $912 million in 1983. Even with these savings, it is still necessary to request a supplemental of $978 million for this fiscal year.

We have recently transmitted legislation proposing these changes to the authorizing committees. This proposal is consistent with the provisions included in our requested appropriation language.

Despite these changes and budget reductions in other student aid programs, I can still say that our student financial aid proposal provides:

- o An assurance that needy students will have access to a postsecondary education;
- o Priority consideration for disadvantaged youth for Pell Grant funding:

  Our proposal will allocate nearly 80 percent of the Pell Grant dollars to students from families with an adjusted gross income of $12,000 or less, while still providing awards to students from an average family of four, having an adjusted gross income of $18,000;
- o Assistance under the Guaranteed Student Loan program to any student who can demonstrate a need, and to any parent regardless of need; and
- o Continued support for campus-based work-study.

In short, we are targeting on the neediest students, and we are also asking that students and parents, where they are able, contribute a greater share of college costs. (March 12, 1982)

It is my personal belief that Guaranteed Student Loans do not constitute Federal financial assistance to institutions. The route traveled by the tax dollars from the U.S. Treasury to of both the Guaranteed Student Loan Program and the PLUS Program is the insurance or reinsurance of student loans, these programs clearly are programs under which whatever Federal financial assistance there is, is extended by way of a contract or insurance or guaranty.

Our conclusion is consistent with the decision of the Federal district court in Grove City College v. Harris, 500 F. Supp. 253 (W.D.Pa. 1980). The court held that the Guaranteed Student Loan Program at Grove City College could not be terminated under Title IX because the program fell within the exemption for contracts of insurance or guaranty. The court rejected the argument that the interest payments made by the Federal Government turn the program into more than a contract of guaranty. The only payment to the student is the loan, which is made by the lender. The Federal interest payment is made not to the student, but to the lender. The court concluded that the interest payments were in fact part of the contract of insurance or guaranty with the lender. As a result, the court held that the Guaranteed Student Loan Program was exempt from termination under Title IX.

We believe that the Department is precluded from exercising any civil rights jurisdiction over the Guaranteed Student Loan and PLUS Program...

Our proposal will eliminate any claim by the Department to civil rights jurisdiction over those institutions which participate in only the Guaranteed Student Loan and PLUS Programs. Institutions which participate in other federal programs will continue to be covred by our present regulations under Title VI, a college bank account is too convoluted to provide, in my personal judgement, sufficient nexus between the Federal Government and the institution for the Federal Government to assert jurisdiction.

Based on our review of the legislative history of...civil rights statutes and of a Federal district court decision, we are inclined to believe that the Guaranteed Student Loan and PLUS Programs fall within a statutory exemption granted to programs which may be assisted through contracts of insurance or guaranty.

We believe that even if the Guaranteed Student Loan Program and the PLUS Program are considered Federal financial assistance to the college or university, those programs can only be considered programs under which Federal financial assistance is extended by way f a contract of insurance or guaranty. Under these programs, the Department of Education reinsures State and private nonprofit guaranty agencies against losses incurred on loans made to students or their parents. In some cases, the Department itself insures loans made by private lenders to students or their parents. In addition, the Department pays the lender the interest on these loans while the student is in school and also pays the lender the difference between market interest rates and the lower rate offered to students under these programs. We do not believe that either the reinsurance or the subsidy is assistance received by the college or university, but rather received by the individual student. Nevertheless, since a primary feature

Title IX, and Section 504.

Students will continue to be protected under the Equal Credit Opportunity Act, 15 U.S.C. 1691 et seq., against discrimination by lenders who make Guaranteed Student Loans or PLUS loans. This statute prohibits a lender from discriminating on the basis of race, color, religion, national origin, age, sex, or marital status with respect to any aspect of a credit transaction.

Based on the foregoing reasons, the Department is inclined to believe that both the Guaranteed Student Loan Program and the PLUS Program are programs under which Federal financial assistance is extended by way of a contract of insurance or guaranty.

(Statement by the Secretary of Education, May 12, 1982)

This morning (July 28, 1982) I signed a regulation which will make it possible to reduce the default rate in the National Direct Student Loan Program.

This regulation will cut off Federal capital contributions for 1982-83 to approximately 523 institutions which have a default rate of 25 percent or more in the National Direct Student Loan Program. As you know, the Federal government annually makes grants to institutions which are participants in this program. The obvious effect of this regulation will be to further spur institutions which have not taken seriously enough their responsibility to properly make and collect these loans.

But this isn't all we are doing. In 1981, I began reducing the number of then full time Federal employees and replacing them with private collection agencies which work on a commission basis and are only paid if they do collect money for the taxpayers. As a result of this major shift in strategy, we expect to increase our total collections for Fiscal Year 1982 by approximately 25 percent over Fiscal Year 1981.

Further, the Department has pursued leads of fraud and abuse aggressively. Legal actions have resulted in recoveries of some $15 million to the Department. We have intensified program reviews and audits throughout the country in an effort to cleanup sloppy operations.

Federally employed collectors are now collecting $32,000 per month per collector as compared to only $10,000 per month per collector in the period prior to this Administration. These in-house collections do not include the successful efforts of our contracted debt collectors which have converted more than 15,000 loans to repayment status.

We believe that these efforts show how serious this Department is in carrying out its responsibilities under the law to ensure that just debts owing the taxpayers are forcefully collected and that the schools and lenders which have a fiduciary responsibility for the administration of Federal student financial aid dollars fully comply with the demands of the law.

Our success is considerable, but we can do even more. In the next several months we intend to take the following initiatives:

1. I am developing a plan for 1983 which will result in collections of $80 million. This goal will nearly double the results of FY 1981. I consider the successful achievement of this goal to be of such importance that I will devote additional but scarce resources available to this Department to this task.

2. Within the next month we expect to match the records of approximately one million defaulted borrowers in the Federal Insured and National Direct Student Loan Programs against the 10.3 million personnel records of current and retired military and civilian employees of the United States Government. The results of this match will be made available to employing agencies this fall.

   An aggressive policy will be followed by all Executive agencies to see that these persons voluntarily come into compliance. For the limited number of cases where satisfactory arrangements cannot be voluntarily achieved, the Administration has requested legislation which is now pending before the Congress in S. 1249, the Debt Collection Act of 1981, which would allow Executive Branch agencies to garnishee Federal employee wages against Federal debts.

   We also intend to seek technical amendments to the legislation governing the National Direct Student Loan Program which would allow us to require schools to turn over to the Federal government for collection some additional amount of the three-quarters of a billion dollars worth of defaulted NDSL paper which is currently in the hands of schools.

   Many schools are doing a fine effort in collecting on this paper; some, unfortunately, are not. We believe that the purposes of this program would be immensely enhanced by more effective collection efforts for those schools which have extremely high default rates.

We are also going to contract out a portfolio of approximately $20 million worth of defaulted loans from the Cuban Loan Program, and we are exploring other opportunities to contract with the private sector to further enhance our collection efforts.

T.H. Bell - U.S. Secretary of Education
Statement - 7/28/82

In order to insure equal opportunity to receive education and training for the world of work, the Federal government began providing student financial aid. This aid has, and will continue to insure that no one can be denied access to education because they cannot afford it.

I want you to know that we are aware, at the Federal level, of your concern about possible financial discrimination in regard to the size of saleable lender portfolios in the guaranteed student loan program. I understand this concern and I want you to know that we are doing everything to insure that Federal policy will always be non-discriminatory. The Federal government will continue to monitor and review state guarantee agencies and the Student Loan Marketing Association to insure the removal of barriers and equal access to students who need and desire GSLs.

In order for us to keep Federal student financial aid programs alive and a reality, we need the assistance of every school that participates in our programs:

1. First, tighten up on your collection efforts;
2. Make sure your students are informed of the serious responsibility they have to repay their loans;
3. Remember that with the NDSL program, if you are unable to collect a loan you can turn the paperwork back over to the Federal government and we will collect it for you.

The Federal student financial assistance programs have been and continue to be a wonderful way to make sure that every student has access to postsecondary education. But, in many ways, and for too long, they have been abused by students who did not need the money, or who did not pay it back. We have to turn this trend around, if we are to maintain these valuable programs.

October 22, 1982
New Orleans, Louisiana
T.H. Bell - U.S. Secretary of Education

Student Loans and Grants

In 1983 our budget attempts to contain the spiraling costs of Federal student assistance programs.

- While the percentage increase in Federal student aid appropriations has gone up 102 percent since 1976, student costs for tuition, fees, and board has increased 45 percent.
- The percentage increase in appropriations for both Pell Grants and Guaranteed Student Loans has risen much more dramatically than the percentage of higher education enrollments through 1981.
- The number of students receiving Pell Grants has increased 39 percent and the number of students receiving Guaranteed Loans has increased 172 percent since 1976, while higher education enrollment has increased only 8 percent.
- The average size of Pell Grants went up 8 percent from the 1978-79 school year to 1980-81 and the average Guaranteed Student Loan went up 11 percent, while the average parental contribution went down 6 percent.
- In summary, the percentage increase in Federal aid since 1976 has far exceeded the percentage increase in higher education enrollment and student costs.

...the largest part of the increase in Federal student aid is attributable to the Guaranteed Student Loan program which has experienced a growth of 900 percent in just six fiscal years, from a cost to the Federal Government of $367 million in 1977 to a projected cost in 1983 of $3.4 billion under current law. This dramatic increase results from uncontrollable costs of subsidizing loans to higher education students while they are in school, and paying special allowances to banks and other lenders.

Our 1983 budget requests $2.485 billion for the Guaranteed Student Loan program. Our GSL reform proposal builds upon savings provisions instituted under the 1981 Reconciliation Act. The four major changes would: (1) raise the loan origination fee from 5 to 10 percent; (2) require an analysis of need for all students, regardless of family income level; (3) eliminate special allowances to lenders two years after the borrower leaves school; and (4) require graduate students to borrow at 14 percent under the new auxiliary loan program rather than 9 percent under the regular student loan program. We are also proposing to raise insurance premiums for lenders of federally insured loans and to charge guarantee agencies a new reinsurance premium. The budget would result in savings from current law of $309 million in 1982 and $912 million in 1983. Even with these savings, it is still necessary to request a supplemental of $978 million for this fiscal year.

...our student financial aid proposal provides:

- An assurance that needy students will have access to a postsecondary education;

- Priority consideration for disadvantaged youth for Pell Grant funding:
  Our proposal will allocate nearly 80 percent of the Pell Grant dollars to students from families with an adjusted gross income of $12,000 or less, while still providing awards to students from an average family of four, having an adjusted gross income of $18,000;

- Assistance under the Guaranteed Student Loan program to any students who can demonstrate a need, and to any parent regardless of need; and

- Continued support for campus-based work-study.

...we are targeting on the neediest students, and we are also asking that students and parents, where they are able, contribute a greater share of college costs.

T. H. Bell, Secretary of Education
April 15, 1982

Teachers

Our recommendations for fiscal year 1983 reflect one underlying theme: That education is primarily a responsibility of teachers, parents, State and local officials, and educational institutions. The President's concern that we preserve this tradition of grass roots control of education is reflected in our proposal to move to a foundation type structure to manage the programs that will remain in the limited Federal role that the government should play in education. (Statement by the Secretary of Education, April 15, 1982)

Schools of education and the teaching profession seem less and less able to attract academically, gifted individuals into teaching. The caliber of male applicants is not increasing and many academically able females who would have entered teaching in the past are now entering other occupations such as law and business.

The reward system for teaching on the elementary and secondary school level is not there. The only upward mobility for a teacher is to go on to graduate school, press for an administrative credential, and try to land a principal's job. Legislators are unwilling to put up more money for teachers' salaries because the reward system we have demands that we pay the worst at the level of the best if we want to pay the best what he or she is worth.

You cannot have quality education without quality teaching. You can't get quality teaching out of the situation that the States have created: (1) salaries that are administered with a dreadful sameness ... you look it up on a table just like you buy a train ticket to Chicago; (2) teacher education lacks priority on our campuses; (3) recognitions and rewards are not supported by taxpayers or philanthropists.

School board policies should do more to recognize and reward distinguished teaching and unusual service. Many good school boards are not doing this. But far too many are not. The single salary schedule is a good, basic approach to fixing compensation for teachers, but it is not a comprehensive system that provides incentives and recognition for America's distinguished teachers.

The entire teacher personnel structure in more State and local school systems needs to be overhauled. I realize that State education agencies and State legislatures need to do more. But we cannot lay all the blame and responsibility there. School board policies should require the development of a comprehensive program of rewarding and honoring our teachers. (Speech Delivered by T.H.Bell, April 12, 1982)

We are here today to honor Mr. Bruce Brombacher, America's Teacher of the Year. By honoring him we are also celebrating America's continued commitment to excellence in teaching, and the finest system of education in the world.

It is the hard work, dedication and genuine care and concern of the men and women in our country that has built this system. It has taken the creative efforts, the foresights and often the daring, of people like Bruce Brombacher to make it great.

The key words which describe Bruce Brombacher's work in education and the key words which must epitomize America's future in education are "commitment to excellence."

On behalf of our system of American Education I would like to say congratulations and thank you to Bruce Brombacher and every teacher in our system who is dedicated to the work of excellence in education.

Now more than ever, America needs teachers like Bruce Brombacher who are "way out front," particularly in the teaching of science and mathematics. We are rapidly moving into a new era that demands a knowledge of math and science for the understanding and working use of the information explosion and its tools.

I salute Bruce Brombacher and other teachers with the good sense and foresight to break away from the old ways and strive to prepare their students with the skills and knowledge that are, and will become even more essential to maintaining our international standing and our "American way of life." (April 16,1982)

Teachers likewise are devoting a larger portion of their class hours to teaching economics, but for most this is a secondary teaching responsibility. Teachers are saying they want additional training both in the subject matter of economics and in how to teach economics.

...A majority of teachers believe that there are more teaching materials available for economic education than there were five years ago. But most agree that there are fewer materials in this subject area than in others. They also indicated that these materials need improvement.

My concern is that if education does not respond immediately to the changes occurring in the world and this era of technological innovations, our way of life may not even manage to survive.

This is why I continually call for increased demands on education. This is why I believe that we must strengthen education at every level -- in every city, in every State of the nation.

It also explains my concern about the quality of our teachers in this nation's classroooms. For schools of Education and the teaching profession itself seem less and less able to attract academically gifted individuals into this very important field.

The calibre of male applicants is not increasing; many academically able females who might have entered teaching in the past are now being drawn into other occupations such as law and business that have opened up to women.

We must correct the problems related to this field in order to attack our educational needs. We must push for ampler reward systems for teaching at the elementary and secondary level. We must make it inviting for brilliant classroom teachers to remain there by rewarding them for their good work. Too often, the good teacher leaves the classroom setting to seek the higher rewards now tied chiefly to the administrative school role. We must now put our money where our mouth is on decent salaries for the good teachers of our nation's classrooms.

For quality education without quality teaching is impossible.
(Speech Delivered by T.H.Bell, April 20, 1982)

We are all aware of the critical importance of high quality teaching to the attainment of excellence in learning. We all know that we are not attracting the desired large numbers of bright and talented teachers into the teaching profession. All the other professions and many of the skilled trades pay more than teaching. This has been our problem for years.

...There is an acute shortage of mathematics and science teachers...we are losing many of our best in these disciplines to the newly-emerging high tech industries.

Regardless of how you look at it, the profession of teaching leaves much to be desired from the viewpoint of its potential to offer opportunities to perform with distinction and be rewarded for truly outstanding accomplishments.

Everyone agrees that teaching is one of the most important endeavors in our society. Hardly anyone that I know disputes the fact that there ought to be more economic potential in the teaching profession.

We desperately need to establish the teaching profession as a prestigious and esteemed calling where promising young people can readily realize an opportunity to move up through a series of recognitions and promotions to command the salary and esteem that more gifted and talented individuals would pursue.

...The fundamental problem with the current condition of the teaching profession is that we have failed to move into the fabric of our teacher personnel practices the essential elements of a system that would:

1. Provide a trial period for new inductees into the profession as beginning teachers.

2. Provide for comprehensive review and approval of beginning teachers before they join the ranks of our regularly established teachers.

3. Provide an opportunity for the most outstanding teachers to earn a new distinction beyond the level of the regular teaching ranks.

...We have succeeded in doing this on our college and university campuses. We have established a system of academic rank in academe, and it is universally accepted. What is more, in academe we have found it both necessary and desirable to go beyond this point. We have endowed chairs and distinguished professorships on many campuses. This has grown out of a desire to add even more prestige and show even more esteem for our very distinguished scholars on our college and university campuses.

Although the system is not perfect (we can all think of a few full professors and wonder how they made it), it has been accepted. The method of peer review and careful appraisal of candidates for promotion in academic rank seems to work in higher education. Out of all of this, we do indeed have some career ladder steps that offer recognition and distinction to those who enjoy the life of the college scholar-teacher and will have no desire to seek an administrative position in higher education.

If you will, compare this with the existing system in our elementary and secondary schools. We have a single salary schedule with no salary differential except for years of experience and college credit hours. We have no system in our personnel practices that offer encouragement and opportunity to be recognized as an outstanding professional worthy of distinction in both salary and position.

Now, I know from my own personal experience with some years spent in both higher education and the public schools, that the tasks of college professors and school teachers are different. I do not suggest that we apply the system of academic rank and distinguished professorships and endowed chairs to our high schools and elementary schools. But I do suggest that we have been lacking in imagination and creative application in establishing the system that we now have for recognizing and rewarding our teachers.

We need to establish in American society a new position of master teacher. That new position should be a much-esteemed and sought-after distinction among teachers. It should provide a step beyond the ranks of beginning teacher and regular teacher, and it should command a salary that is commensurate with other salaries that recognize accomplishment that is of great worth to American society.

I know that there are obstacles to any departure from the single salary schedule that has been negotiated with teacher associations and unions. But the time is long past due for a change. We cannot continue with the status quo and build a truly great teaching profession.

In the years ahead, we will continue to hear complaints about the quality of our schools and of our teachers if we do not begin to take some steps now to enhance the teaching profession and make it more attractive to the many talented young men and women whom we will need in just a few short years.

There is nothing we can do in America that is more important than teaching. And as we look to the future and the competition we will be facing in a changing and fiercely competitive world, we simply must realize that our youth deserve to be taught by the very best minds we can attract to our schools. Anyone who thinks that this can be done with the existing system is not facing reality.

In the years ahead our State legislatures, our governors, our school boards, and administrators must take steps to build a truly great teaching profession. It must appear in the laws, in the school finance formulas, and in the school board policies across the nation.

We have some enormous challenges and opportunities in education in the years ahead. How can the American education establishment from pre-school to graduate school help fulfill the promise of American life? May your great Southern Association of Colleges and Schools play an increasingly significant role in the years ahead as you have over the past 57 years of a very proud heritage.

Atlanta, Ga. - 12/13/82
T.H. Bell - U.S.Secretary of Education

Technology

...I am pleased to note that Higher Education is aggressively searching for private funds in corporations and business to supplement reductions in Federal support necessitated by the need to slow down the self destructive growth of the runaway Federal budget. For in truth the private sector which spends over $30 billion in training their workers and perhaps as much as $100 billion annually on employee recruitment, hiring and turnover expenditures is a natural ally of colleges and universities who have a common concern to increase standards, upgrade math, science and technology, enhance language (English and foreign) skills, and computer literacy as well as civic literacy of the students coming from the high schools. What an ironic and paradoxial situation. In the 19th century colleges and universities were instrumental in giving to the high schools much of their college preparatory subject matter. Now 100 years later the lowering of standards of the high schools, which of course reflect the overall permissiveness of society at large, has forced the colleges and universities and business to institute very expensive training and re-training programs so that their students and workers can handle the highly technical materials, instructions, jobs and careers required of an advanced technological society.

You and your generation must take this responsibility to strive for excellence and high standards because our nation's very future depends on meeting the economic, political, and military challenges posed by friends and adversaries alike.

Athens, Georgia, June 12, 1982
T.H.Bell - U.S. Secretary of Education

Tuition Tax Credits

A year ago I appeared before your Subcommittee on taxation and debt management to present the Reagan Administration's hearty endorsement of the concept of tuition tax credits. Today, I am pleased to discuss the President's fulfillment of his commitment to this concept in the form of S. 2673, which the President sees as an important expansion of educational opportunities for all Americans. The President is anxious to have this measure enacted into law during this session of Congress.

The President's bill would permit individual taxpayers to receive a credit against their income taxes of 50 percent of the cost of tuition and fees for each child in eligible nonpublic elementary and secondary schools up to a maximum credit per child. The maximum credit would be phased in over a three-year period, rising from $100 in 1983 to $300 in 1984, and ultimately to $500 in 1985.

This legislation is intended to meet the needs of lower- and middle-income working families. These families are ones who need assistance in meeting their growing educational expenses. A full credit would be available only to those families with adjusted gross incomes up to $50,000 and benefits would decline to zero at $75,000 income.

The Administration's tuition tax credit bill contains strong anti-discrimination provisions. Parents would be eligible for the credit only if they send their children to a not-for-profit tax exempt institution which provides a full-time elementary or secondary school program and which does not discriminate on the basis of race, color, or national origin. A school follows a discriminatory policy if it refuses, on account of any of these characteristics, either to admit student applicants or to allow students full participation in the school and its programs.

Our proposal is an integral part of the President's education program. We have our deregulation efforts and our new block grant legislation to amend existing policies that are wrong in concept and approach. We have our "New Federalism" and foundation proposals to limit Departmental authority over the schools. We have our National Commission on Excellence in Education to address the matter of vigor and quality in American schools. And now the President has proposed enlarging educational option for parents through tuition tax credits, a crucial incentive to vitality in American education of which private schools are an integral part.

As you know, the Federal government provides students and their families with financial assistance to enable students to enroll in either public or private colleges and universities. Federal aid for higher education supports students who choose to attend private institutions. Similarly, our proposal offers a realistic and non-intrusive means to enable students to enroll in private elementary and secondary schools.

The Administration's proposal reflects our thoughtful consideration of the best means for bolstering variety and choice in elementary and secondary education without creating the possibility -- or even the appearance -- that any Federal interference with the independence of private schools may occur so long as they do not discriminate on the basis of race.

One of the great strengths of the private schools of this country, many of them affiliated with religious institutions, is their independence of governmental direction and concomitant ability to provide an atmosphere compatible with the beliefs and values of the families of those who attend. Many have incorrectly believed that tuition tax credits constitute governmental assistance to such schools and would, thus, eventually detract from their independence.

I am happy to say that this proposal cannot and will not do so. No Federal financial assistance will pass from Federal officials to schools or even to students, no choices will be made at the Federal level concerning the content or program of the schools, and all decisions regarding education for which tax credits are granted under this proposal will be made by the families and schools directly involved.

Americans do have good reason to be proud of a public and private educational system unrivaled in the history of civilization. The enormous accomplishments of our people in their 206-year history as a nation are a tribute, in large measure, to the quality and diversity of educational opportunity available to them. Moreover, our higher education system has prospered under the diversity and competition of both public and private institutions.

We believe that the freedom to choose, the diversity, and the healthy competition of both public and private elementary and secondary schools will be similarly enhanced through this legislation. The existence and vitality of the private school sector acts to support and strengthen the public schools by relieving the public schools of the burden of educating some children, thereby freeing up resources to improve programs for the public school population, and by providing a competitive forum for educational innovation.

Growing number of Americans want greater choice in education, but many middle-income as well as low-income families cannot afford to choose. The cost of education, both public and private, has risen dramatically in recent years. This additional cost has always severely limited the ability of lower-income families to choose the nonpublic educational alternative for their children. Rising costs are now putting private schools beyond the reach of a growing number of middle-income Americans as well.

This private school tuition barrier to enrollment can be readily demonstrated with a few numbers. In 1979, the median private elementary school tuition was $360 per year--$315 for church-related schools and $1,222 for non-church-related schools. Secondary school tuition was higher with a median of $925 per year--$900 for church-related high schools and $1,400 for non-church-related schools. These sums are substantial, especially for families with many school-age children. For example, a family with four children, two in elementary and two in high school, would have paid $2,430 in church-related schools and $5,244 in non-church-related schools.

A tuition tax credit would provide the greatest benefit to low-and middle-income families. These families constitute the largest users of the private schools even with financial constraints. In 1979, fully 54 percent of the students in private schools came from families with incomes below $25,000: That was 54 percent -- a figure that has surprised me.

Members of minority groups would also benefit significantly. A recent survey, for instance, showed that 18.6 percent of the students in Catholic schools -- the nation's largest private school sector -- were minority group members. The minority group percentage is even higher in private schools in many cities. Considering just blacks, the Bureau of Census reports that in the central cities of metropolitan areas in 1979, 12 percent of private school enrollees were black. The Census Bureau also reports that Hispanic students constituted over 8 percent of the private school enrollment in these central city areas that year.

Increased diversity in education will also be fostered by a tuition tax credit. This diversity stimulates a healthy competition between public and private schools that promotes higher standards in both systems.

The vital role competition has played in our society, in providing quality goods and services at affordable prices, is well known. This economic principle applies in the provision of education as forcefully as it does to any other product or service. If a school has little or no competition, it may lack the incentive to improve its educational quality.

This improvement in quality through competition is of special importance to low income and minority youth. Since these youth face considerable barriers in their quest for upward financial mobility, the better education that competition will produce will be an important step in helping them to secure a job after they leave school.

Private schools do offer alternatives. Private schools are often smaller than public schools. For instance, the average student enrollment in public high schools is 758 students compared to 215 students in private high schools. Because of their size, public schools tend to offer a broader range of courses. However, many parents prefer private schools' smaller size and more individualized attention.

As Secretary of Education, I am aware of the quality education offered in many public schools today. Yet it is difficult for any one school system to meet all the needs of its students or to be consistent with the values of all parents.

There will always be many parents whose educational values differ from those of the public school system. The views of such parents should be respected and their freedom to choose should be supported, especially when this choice might increase the achievement of their children.

Some opponents of tuition tax credits have expressed fear that this legislation will weaken public schools by attracting more and better students to the private schools. We believe that the public schools--like the public universities--will benefit from the diversity and wholesome competition. The more diversity and options we can offer, the richer will be our learning opportunities for all children. The public school will grow stronger and more competitive.

S. 2673 is also a significant part of the President's tax program: it would promote greater equity in taxation. We all bear the burden of the costs of public education through State and local taxation, directly or indirectly. But those parents whose children attend nonpublic schools must also bear the additional burden of paying private school tuition. Tax credits will go a long way toward reducing the unfairness inherent in this double-burden faced by parents who send their children to private schools.

We must...bear in mind that private schools do more than offer alternative educational choices to students and their parents. Nonpublic schools also carry a significant part of the burden of providing elementary and secondary education in this country. If it becomes financially impossible for many of the families now sending their children to nonpublic schools to continue to do so, the resulting increase in public school attendance will place large and unwelcomed new tax burdens on State and local taxpayers. For instance, if ony one-tenth of the private school population of nearly five million students shifted to public schools, the costs to the public school system could increase by over one billion dollars, based on current per pupil expenditures in public schools.

...the President has proposed tuition tax credit legislation in order to promote diversity in education and the freedom of individuals to take advantage of it, and to nurture the pluralism in American society which this diversity fosters.

T.H.Bell - U.S. Secretary of Education

Statement Before the Finance Committe, United States Senate, July 16, 1982, Washington, D.C.

We continue to be concerned specifically with the needs of disadvantaged youth in depressed rural and urban areas, and we have incorporated into our proposal a special set-aside of funds for these purposes.
(Remarks by T. H. Bell, March 19, 1982)

Vocational Education

Our request under a Vocational Education Consolidation is $500 million. This reduced level reflects the fact that State and local governments currently spend 11 times the Federal contribution to vocational education. (April 15, 1982)

...when we look to the reauthorization of a program such as vocational education which we at the Department of Education face this year or any workforce development program, we must view them in light of this national priority couched against the needs of the marketplace. It also means that our proposals must be efficient and cost effective.

...we do not intend to neglect secondary vocational education which serves a much broader spectrum of the youth population.

We must continue our efforts in vocational training at the secondary level so that we can be assured that a sufficient number of graduates will both be ready for more advanced instruction and will choose to undertake the more difficult technical careers where future needs are expected to be great...

To insure this particular emphasis on overall youth employability, we have included in our proposed legislation a special set-aside for serving secondary-level youth.

We will likewise encourage an increased emphasis on prevocational guidance and career exploration so that our youth will be able to make realistic career choices. Hopefully, we can counter the mismatch between people and jobs that has been a problem in the past.

We also will stress the need for increased emphasis, beginning at the earliest grade levels, on the man-made environment on the sciences, mathematics and technology.

In a nutshell, our proposal will incorporate these ingredients for the reauthorization of vocational education programs funded by the Department of Education:

-- ...we will focus support on training activities essential to State and local development. We would require that at least 30 percent of the grants we award be used for training related to economic development--training in skills needed to revitalize existing businesses or attract new ones.

-- We will seek consolidation of six vocational adult education State grants into one block grant--increasing State flexibility over the use of those funds and allowing them to put the money where the greatest need is. The key here is to afford States broad discretionary authority in planning, developing, administering and operating these programs.

-- Elimination of complicated and burdensome administrative requirements related to planning, evaluation, public hearings, data reporting and intra-State fund allocation.

-- Promotion of greater coordination between vocational and adult education at State and local levels.

-- The deletion of existing set-asides and restrictions related to funding for specific activities and populations.

-- Authorization of Federal discretionary projects for Indians and the limited-English-proficient and for development and improvement of vocational and adult education programs.

This proposed legislation would authorize activities of program improvement for meeting national skilled workforce needs. These might include studies addressing national skill shortage problems; model or demonstration training programs; collaborative programs with business, industry, and labor and with other agencies of the Federal Government; programs designed to expand the use of volunteers in providing vocational and adult education; activities in the areas of rural vocational and adult education and rural family education; and special training programs and projects designed to address critical shortages of skilled manpower which the Nation requires. This might for instance relate to training for defense production plans. (Remarks By T.H.Bell,3/19/82)

...the Administration's proposed Vocational and Adult Education Consolidation Act was forwarded to Congress on April 1, just one day following Senator Hatch's introduction of his bill, S. 2325. While we may offer amendments at a later date to address some minor differences, the Administration enthusiastically supports and endorses the Hatch bill. We believe that its enactment will enhance the role of vocational and adult education in local, State, and national economic development and will result in needed legislative simplification, increased flexibility, and reduction of administrative costs at all levels of government. I believe that these objectives are critical to future Federal involvement in vocational and adult education.

Let us consider the history of this involvement. The original vocational education legislation, the Smith-Hughes Act of 1917, was very simple: It provided support for training in agriculture, trades and industry, home economics, and for some teacher training. Over the years, succeeding bills were passed and each of these bills introduced new purposes and activities into the law: additional subject areas; support for administration, for construction, and for purchases of equipment; emphasis on poor people living in depressed areas; concern with State and local planning and evaluation; protection of the handicapped, the disadvantaged, and the limited-English-proficient; elimination of sex-bias and sex-stereotyping. Today, all of these concerns remain in the Vocational Education Act, and the law has become entangled in categorical subprograms, set-asides, and priorities. It is often criticized for attempting too much and for having little overall theme or purpose.

In recent years, the Vocational Education Act (VEA) has also acquired many "process" requirements. For perhaps justifiable reasons, the Congress became concerned with how well vocational education programs are planned, how effective they are, and whether they train people for jobs that really exist.

The Act also includes sub-State allocation criteria that are, at best, confusing and are in some instances contradictory. And it includes the Vocational Education Data Systsem (VEDS), which has resulted in compliance problems for State administrators but has produced data of limited utility for planning or policy development purposes. Because of these and other requirements, the VEA is often considered one of the most intrusive of all Federal education laws. Ample evidence to support this contention has emerged from the recently completed NIE Vocational Education Study and from other research.

The other programs proposed for consolidation are currently authorized under the Adult Education Act. In previous hearings, we have frequently been asked why the Administration would want to consolidate vocational and adult education when the two programs appear to deliver different services to different target populations through different administrative systsems. We believe that the programs are complementary and are to a great extent aimed at the same population. The adult education program supports provision of basic literacy skills and, for a smaller number of students, preparation for the high school equivalency exam. Because many of the people who take adult education courses are enrolled for economic reasons -- that is, to help them gain employment -- they often have a need for programs combining instruction in basic and occupational skills. The same applies for many of our vocational students. While they may be gaining technical skills, they will not succeed in an increasingly sophisticated society without a firm grasp of basic academic skills.

Thus vocational and adult education would seem to be naturally linked. That linkage is reflected in the fourteen States where the two programs are administered by the same State agency and in other States where the programs are often combined at the local level. Yet at the Federal level, the two programs remain in separate pieces of legislation, each with its own allocation formula, planning and application processes, national advisory committee, and regulations and procedures.

We are proposing to consolidate the vocational and adult education programs, to reduce the administrative burden, and to focus Federal support on programs which will contribute to economic development. I would like to outline briefly the major sections of our bill.

Part A, General Provisions, is a dramatic simplification of the parallel section of the current VEA. At least 90 percent of all funds would be make available to the States as block grants; the remaining 10 percent could be reserved for national programs in areas of particular nationwide importance. A Proposed Use Report, replacing the existing plans, evaluations, and reports, would be required of each participating State on an annual basis. The report would include a simple explanation of proposed objectives, activities to be supported, allocation of funds, and the results anticipated, as well as othe basic assurances and descriptions. The existing VEA formula for State allotments (based on population and inverse per capita income) would be modified to include an unemployment factor and to give a heavier weighting to adult populations. The existing national advisory councils on adult and vocational education would be replaced by a single national advisory council.

Part B of the Act concerns State Programs. A single block grant would be made to each State. The existing VEA categorical programs for Basic Grants, Program Improvement and Supportive Services, Consumer and Homemaking Education, Special Programs for the Disadvantaged, State Planning, and State Advisory Councils would be eliminated, along with the minimum percentage requirements for guidance and counseling and the national priority groups. The set-asides and categorical authorities contained in the Adult Education Act would also be terminated. Matching, maintenance-of-effort, and most other fiscal requirements would be eliminated.

From their grants, States would be required to use at least 30 percent of the money for programs and projects specifically related to State and local economic development. This is the heart of the new direction in this legislation. From these funds the States could support training needed for new businesses and industries entering their areas, retraining for skilled workers who have lost their jobs because of technological change or economic downturn, the development of training programs in new occupational fields, and entrepreneurship training for men and women who want to start their own businesses. States would be encouraged to recruit for enrollment persons who are out of school, unemployed, and living in economically depressed areas. The bill strongly encourages involvement of business, industry, and labor in the design and administration of these programs, so that the training provided is related to actual skilled workforce development needs.

...the States would be required to use at least 30 percent of their block grant funds for strengthening State and local systems of vocational education. This requirement stems from a belief that improving the regular vocational education program can have a payoff in future economic growth. Included in these program improvement activities would be programs and services targeted on the special needs of the handicapped, the disadvantaged, and the limited-English-proficient. Finally, at least 13 percent of the State grant would be used for adult basic education. This requirement would ensure that essential services to a very desering population are continued.

Part C, National Programs, would continue the national discretionary programs that have been supported in the past and consolidate them under a single authority, while giving them a new focus on economic development. Allowable activities under this Part would include a national center for research in vocational and adult education, programs for Indian tribes and Indian organizations, vocational training for the limited-English-proficient, the National Occupational Information Coordinating Committee, and other research development, dissemination, and training activities designed to meet national skilled workforce development needs.

...I would like to reaffirm my strong belief that this bill would redefine the Federal-State partnership in vocational and adult education in a number of important ways. Its enactment would enable recipients of Federal funds to provide services more flexibly with a limited amount of Federal support. It would increase State and local control over the use of funds and strengthen vocational and adult education so that they can play an enhanced role in the economic development of the United States.

(Statement of T.H.Bell, Secretary of Education, May 6, 1982)

Mr. Chairman, I want to thank you for the opportunity to testify on this important bill. Senator Hatch's proposal is almost identical to the bill that the Administration transmitted to the Congress on April 1, just one day following the introduction of S. 2325 by Senator Hatch. Senator Hatch and I have already testified on this legislation before the House Subcommittee on Elementary, Secondary, and Vocational Education. Together, I believe we succeeded in conveying to that Subcommittee our rationale for consolidating vocational and adult education programs.

I hope that we will be able to convince this subcommittee that the Hatch bill will enhance the ability of State and local administrators to carry out successful vocational and adult education programs.

Mr. Chairman, while we may wish to offer amendments at a later date to address the very minor differences between S. 2325 and the original Administration proposal, the Administration enthusiastically supports and endorses the Hatch bill. We believe that its enactment will enhance the role of vocational and adult education in local, State, and national economic development and will result in needed legislative simplification, increased flexibility, and reduction of administrative costs at all levels of government. I believe that these objectives are critical to future Federal involvement in vocational and adult education.

Let us consider the history of this involvement. The original vocational education legislation, the Smith-Hughes Act of 1917, was very simple: It provided support for training in agriculture, trades and industry, home economics, and for some teacher training. Over the years, succeeding bills were passed and each of these bills introduced new purposes and activities into the law: additional subject areas; support for administration, for construction, and for purchases of equipment; emphasis on poor people living in depressed areas; concern with State and local planning and evaluation; protection of the handicapped, the disadvantaged, and the limited-English-proficient; elimination of sex-bias and sex-stereotyping.

Today, all of these concerns remain in the Vocational Education Act, and the law has become entangled in categorical subprograms, set-asides, and priorities. It is often criticized for attempting too much and for having little overall theme or purpose.

In recent years, the Vocational Education Act (VEA) has also acquired many "process" requirements. For perhaps justifiable reasons, the Congress became concerned with how well vocational education programs are planned, how effective they are, and whether they train people for jobs that really exist. Out of such concerns came pages of legal requirements related to State administration, planning, evaluation, and public participation. The Act also includes sub-State allocation criteria that are, at best, confusing and are in some instances contradictory.

And it includes the Vocational Education Data System (VEDS), which has resulted in compliance problems for State administrators but has produced data of limited utility for planning or policy development purposes. Because of these and other requirements, the VEA is often considered one of the most intrusive of all Federal education laws. Ample evidence to support this contention has emerged from the recently completed NIE Vocational Education Study and from other research.

The other programs proposed for consolidation are currently authorized under the Adult Education Act. In previous hearings, we have frequently been asked why the Administration would want to consolidate vocational and adult education when the two programs appear to deliver different services to different target populations through different administrative systems. We believe that the programs are complementary and are to a great extent aimed at the same population.

The adult education program supports provision of basic literacy skills and, for a smaller number of students, preparation for the high school equivalency exam. Because many of the people who take adult education courses are enrolled for economic reasons -- that is, to help them gain employment -- they often have a need for programs combining instruction in basic and occupational skills. The same applies for many of our vocational students. While they may be gaining technical skills, they will not succeed in an increasingly sophisticated society without a firm grasp of basic academic skills.

Thus vocational and adult education would seem to be naturally linked. That linkage is reflected in the fifteen States where the two programs are administered by the same State agency and in other States where the programs are often combined at the local level. Yet at the Federal level, the two programs remain in separate pieces of legislation, each with its own allocation formula, planning and application processes, national advisory committee, and regulations and procedures.

We are proposing to consolidate the vocational and adult education programs, to reduce the administrative burden, and to focus Federal support on programs which will contribute to economic development. I would like to outline briefly the major sections of Senator Hatch's bill.

Title I. General Provisions, is a dramatic simplification of the parallel section of the current VEA. At least 90 percent of all funds would be made available to the States as block grants; the remaining 10 percent could be reserved for national programs in areas of particular nationwide importance. A Proposed Use Report, replacing the existing plans, evaluations, and reports, would be required of each participating State on an annual basis.

The report would include a simple explanation of proposed objectives, activities to be supported, allocation of funds, and the results anticipated, as well as other basic assurances and descriptions. The existing VEA formula for State allotments (based on population and inverse per capita income) would be modified to include an unemployment factor and to give a heavier weighting to adult populations. The existing national advisory councils on adult and vocational education would be replaced by a single national advisory council.

Title II of the Act concerns State Programs. A single block grant would be made to each State. The existing VEA categorical programs for Basic Grants, Program Imporvement and Supportive Services, Consumer and Homemaking Education, Special Programs for the Disadvantaged, State Planning, and State Advisory Councils would be eliminated, along with the minimum percentage requirements for guidance and counseling and the national priority groups. The set-asides and categorical authorities contained in the Adult Education Act would also be terminated. Matching, maintenance-of-effort, and most other fiscal requirements would be eliminated.

From their grants, States would be required to use at least 30 percent of the money for programs and projects specifically related to State and local economic developments. This is the heart of the new direction in this legislation. From these funds the States could support training needed for new businesses and industries entering their areas, retraining for skilled workers who have lost their jobs because of technological change or economic downturn, the development of training programs in new occupational fields, and entrepreneurship training for men and women who want to start their own businesses.

States would be encouraged to recruit for enrollment persons who are out of school, unemployed, and living in economically depressed areas. The bill strongly encourages involvement of business, industry, and labor in the design and administration of these programs, so that the training provided is related to actual skilled workforce development needs.

In addition, the States would be required to use at least 30 percent of their block grant funds for strengthening State and local systems of vocational education. This requirement stems from a belief that improving the regular vocational education program can have a payoff in future economic growth. Included in these program improvement activities would be programs and services targeted on the special needs of the handicapped, the disadvantaged, and the limited-English-proficient. Finally, at least 13 percent of the State grant would be used for adult basic education. This requirement would ensure that essential services to a very deserving population are continued.

Title III, National Programs, would continue the national discretionary programs that have been supported in the past and consolidate them under a single authority, while giving them a new focus on economic development. Allowable activities under this Title would include a national center for research in vocational and adult education, programs for Indian tribes and Indian organizations, vocational training for the limited-English-proficient, the National Occupational Information Coordinating Committee, and other research, development, dissemination, and training activities designed to meet national skilled workforce development needs.

...I would like to reaffirm my strong belief that this bill would redefine the Federal-State partnership in vocational and adult education in a number of important ways. Its enactment would enable recipients of Federal funds to provide services more flexibly with a limited amount of Federal support. It would increase State and local control over the use of funds and strengthen vocational and adult education so that they can play an enhanced role in the economic development of the United States.

Statement - Washington, D.C. - July 1, 1982
T.H.Bell- U.S. Secretary of Education

Weakness in Education

The United States no longer dominates the international marketplace -- we have got some very stiff competition. Americans cannot sit back and bask in a past glory of international power. We have got to increase our productivity per worker. In order to do this, we have got to better prepare our students for the world of the future. The areas of mathematics and science are crucial to our international competitive standing.

We are living in the midst of an information explosion. I am genuinely concerned that American students will not be adequately prepared for it.
(Remarks Delivered by T. H. Bell, April 16, 1982)